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ABSTRACT

This document, which is a resource pack for individuals in the United Kingdom who want to become more active citizens, consists of information for group leaders and five learning modules. The section for group leaders contains the following: basic tips on leading a group; strategies for overcoming barriers to learning; glossary; and overview of the modules, activities, and learning objectives. Most modules contain the following components: module aim; list of activities and learning outcomes; tips for group leaders; ideas and information; and activities. Topics covered in the modules include the following: (1) setting an agenda (ground rules, aims, stepping stones and barriers, identifying learning needs, active citizens, identifying learning styles); (2) citizenship (volunteering, global citizenship, human rights, the U.K. Bill of Rights); (3) democracy (democracy in action, how laws are made, information and communications technology, lobbying, parent power); (4) campaign groups and how they work (starting a campaign, identifying supporters, getting messages across, targeting publicity, money matters, information overload); and (5) sources of additional information (charitable status, committees, data protection, discrimination, employees' rights, financial management, fund raising, insurance and personal liability). Appended are further resources on the following topics: community-based action; citizenship and democracy; and adult learning and active citizenship. (MN)

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A resource pack for people who want to become more active citizens

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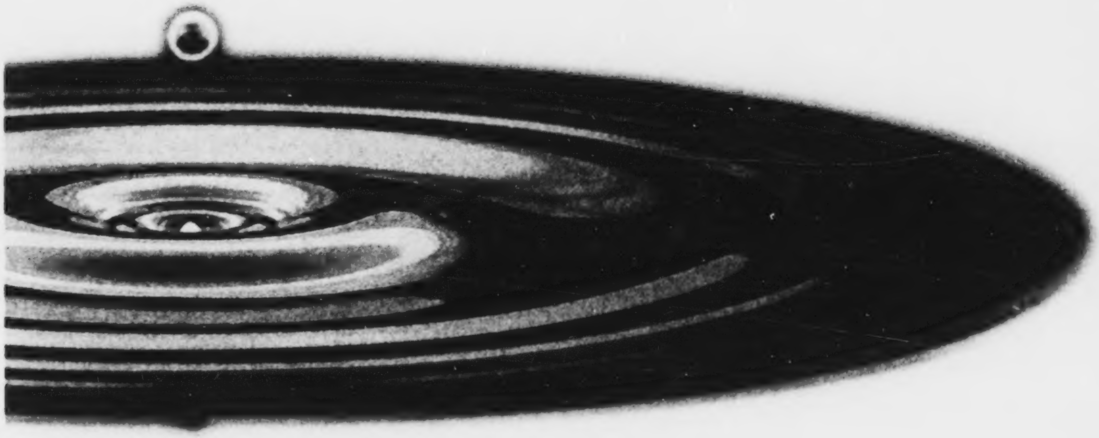

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Introduction

Introduction

'When I use a word,' Humpty Dumpty said in a rather scornful tone, 'it means just what I choose it to mean – neither more nor less.' Lewis Carroll, *Through the Looking Glass and What Alice Found There.*

Many people involved in the field of 'citizenship' will understand Alice's frustration at this approach to definition as they seek common meanings for an increasingly common term. Using this one word we can journey through a spectrum of formal and informal links between individuals, their communities and the state – from legal rights and responsibilities to radical visions of community empowerment. Furthermore, these are not divisible but rather interdependent elements of a complex and changing web of social, economic and political relationships operating at many levels, from neighbourhood to global.

Citizenship has moved into the political foreground over the last two decades in response to a range of factors, including changes within European politics, the breakdown of a consensus over the welfare state, rising nationalism, emergent ideas of global citizenship and, more recently, devolution. It now holds a central position in strategic thinking, plaiting together strands of policy and action that are crucial to our future – economic and social regeneration, voluntarism, community development, social inclusion, cultural diversity, environmental sustainability and lifelong learning.

In this context, whilst we are encouraged by Government to play an active part in creating a climate of giving and of shared social and political responsibilities, at the same time fewer people choose to vote and to participate in our formal democracy. This must pose questions about what we mean by 'active citizenship' and what we need to learn in order to bring about change and to express our point of view.

This resource pack, which has arisen through the work of the Government's Adult and Community Learning Fund, is based on the idea that however the term is interpreted, active citizenship implies action and the desire to make a difference. The pack draws upon and reflects real experience and effective practice from the voluntary, community and educational sectors and is intended to: provide information and practical activities that can be used to develop and encourage active citizenship; develop some of the key skills, knowledge and ideas involved in individual and community action; and encourage and support a wider interest in learning.

Making a Difference will be of particular use to adult and community education practitioners; outreach and community development workers in local authority and health services, voluntary organisations and educational institutions; trade unionists; and members of community and voluntary groups.

'What is the use of a book,' thought Alice, 'without pictures or conversations?' Whilst the pack is of course a serious undertaking dealing with serious issues, it reflects the view that learning is also about enjoyment, welcoming the unexpected, and making connections between the seemingly unconnected. The poems and quotations scattered through the text are offered in that spirit and in the hope that, like good conversations, they will inspire, provoke, amuse, or start another train of thought.

Cheryl Turner (Development Officer, NIACE)

How to make best use of this pack

Working with groups

This resource pack provides you with a number of group–based activities that are designed to stimulate ideas and develop the key skills associated with active citizenship. Although the learning will be most effective in a group setting, many of the activities can also be adapted and used by individuals.

The modules are designed to be self–standing and it is not necessary to work through them in the order suggested. Depending on the needs of the group, you may prefer a 'pick and mix' approach. Module 1 will help you to identify your priorities and 'map your route' through this resource. It will also help you to identify the ways in which you and those you might be working with learn best – on your own, in groups, with or without a tutor. The remaining modules offer a range of different learning goals or outcomes.

Signposts

By selecting the activities that are most relevant to your needs or those of your group, you can set your own learning agenda. The following signposts will help you:

Gives **the minimum time to allow** for the group activity described. The actual time needed will, of course, vary depending on individual needs. If the time available is limited, it may be possible to condense the activities further – for example, by skipping some of the talking points or inviting people to do their thinking and preparation in advance.

Identifies the **'tips for groups leaders'** given at the start of each Module

Identifies the **body of important ideas and information** given at the start of each Module to support the Activities that follow

Identifies the **'talking points'** or prompts that are intended to help discussion within most activities

Identifies the ideas/tasks that are suggested at the end of most Activities **to be undertaken or receive attention outside the group** – perhaps at home or wherever the opportunities arise

Identifies the words and terms that are explained in the **Glossary of key terms**

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Images of eight citizens

These citizens are introduced in Activity 1.7. They represent people with **different learning needs☜ and ambitions as active citizens.**

Alton
Wants to know more about tenants rights, **tenants' associations** and **the local council's obligations**

Anne
Wants to know more about **what's involved in being a school governor**

Glenda
Wants to know more about **how to lobby or campaign**

Hugh
Wants to know more about **how local government works**

Margaret
Wants to know more about **what's involved in becoming a volunteer**

Mickey
Wants to know more about **how to set up a group**

Mohammed
Wants to know more about **how democracy works in Britain**

Parmjit
Wants to know more about the **laws against racial discrimination** and **how to set up a committee**

Module structure

With the exceptions of Modules 1 and 5, each Module is structured as follows:

Module aim
List of activities and learning outcomes
Tips for group leaders
Ideas and Information
Activities

Most Activities include suggestions for a 'follow-up' to encourage people to pursue their learning between sessions, using a variety of investigative approaches. Although these activities are optional, the idea of carrying out private surveys, interviews, investigation and other forms of research should be encouraged since these are key learning and citizenship skills.

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Leading a group: some basic tips

The following notes are intended to offer a few basic tips on working well with a group. Further ideas are offered later in this Pack and particularly in Modules 1 and 4. Experienced group leaders may find these useful as a checklist.

Leading a group involves a number of skills. For example, the ability to...

- listen and communicate well
- plan and structure activities
- be diplomatic and objective
- put people at their ease
- draw people out without embarrassing them
- keep people to time
- think on your feet
- handle conflicts and disagreements
- review discussions and summarise any decisions taken.

People learn best if they feel valued as individuals. The most effective group leaders are those who lead by example. This means showing respect, tolerance and empathy towards everyone in the group, whatever their views or individual needs.

How you decide on who is to lead your group will depend on your group's history and circumstances. If your course or programme of learning is being hosted or supported by an organisation, it is likely that you will have agreed on the facilitator☜ in advance. However, many of the skills involved in leading a group are equally relevant to active citizenship, so you may prefer to share the responsibility by rotating after a few sessions.

If you decide to do it this way, your sessions will require particularly careful planning, and some individuals may need to be given extra support. You will also need to make sure that any changeovers are planned and co-ordinated carefully so that the course links together well. As a general rule, a group facilitator who is chosen democratically will find life easier than if s/he is self-appointed.

Groundrules

Whether you are an experienced facilitator☜ or have never led a group before, it is always helpful to work with ground-rules that have been discussed and agreed by everyone. Sometimes referred to as guidelines, a group contract or a code, groundrules encourage people to take shared responsibility for the exchanges within the group and for progress from one session to the next. They also provide clear boundaries both for individual behaviour and group conduct.

It is best to discuss and agree the groundrules before you start working and learning together. Although they will probably differ from one group to another, they are likely to include the following considerations:

How can we...

- create a safe, comfortable, democratic atmosphere and environment in which everyone can learn
- ensure that everyone has a chance to share their views and experiences, regardless of how shy or confident they are
- encourage everyone to respect and value those different views and experiences
- handle criticisms or strong emotions
- approach the issue of confidentiality
- ensure that we make good use of available time and stick to our agenda?

Beginnings

Good beginnings will help the group to 'gel' as well as provide a structure for meetings and group activities. A session begins well if the group leader has remembered to...

- introduce herself or himself to the group (if necessary)
- encourage any newcomers to introduce themselves
- explain where to find the toilets, fire exits, pay–phone, drinks machine, etc.
- make sure everyone is comfortable and can see, hear, move about and communicate properly
- remind the group about the groundrules
- explain the aims of the meeting and what people can expect to achieve in the time available
- explain the structure of the meeting including how long activities should take and when to expect a break
- invite the group to review any learning or progress achieved so far
- include an 'ice–breaker', if needed, to get people thinking, listening and talking to each other.

Apart from the first session when introductions and establishing groundrules are particularly important, these activities need not take up a lot of time.

Endings

If people are allowed to drift off at the end of meetings or are left with a lot of 'loose ends' it can lead to frustration and make people reluctant to come back. A session ends well if the group leader has remembered to...

- respect people's other commitments by finishing on time and by catering for anyone who has to leave early
- give a brief summary of the key points raised or covered
- allow time for a brief evaluation of how the session went (e.g. what worked? What didn't?)
- allow time to plan for the future sessions
- clarify the dates, times, venue, tasks and any other requirements for the next session
- thank those who have contributed to the discussion or helped out in some other way.

Handling difference

In any group there are likely to be differences of opinion and a variety of different life experiences. This needs to be acknowledged as something positive from which everyone can learn. Respecting religious, cultural, social and age differences and 'keeping the equality'

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should be among your groundrules, and will help you to avoid unnecessary conflict. You should also try to be conscious of the way language can perpetuate racist, sexist and other negative assumptions. Where conflict does arise, it will be easier to manage if you…

- don't panic!
- listen carefully to what people are saying
- make sure you've understood what's been said
- avoid taking sides
- give people time to calm down
- remind them of the groundrules they've agreed to
- encourage others in the group to comment if these are being ignored
- invite other views and contributions so that the issues don't become personalised
- ask individuals who become rude or abusive to leave
- be prepared to return to the underlying issues at a later date, if they need further discussion – even if you can't respond immediately, don't allow unfinished business to undermine subsequent sessions.

Barriers to learning

Literacy

Around 6 million people in the UK have difficulties with basic literacy and numeracy skills. Their problems may stem from difficulties at school, from a lack of confidence or self–esteem, from a loss of motivation to learn, particularly in a classroom setting, or because their first language is not English. You may well find that your group includes such learners. Some will have found ways of coping with or disguising these barriers and may be very reluctant to ask for help. Many will find it particularly off–putting if the sessions are too formal or school–like.

Although many of the activities in this pack suggest the use of basic reading and writing skills, these are not always essential. Most of the tasks can be adapted to meet the needs of people who are unable or find it difficult to write or read in English. Simple steps can help, such as:

- reading the contents of the 'Discussion prompts' aloud
- talking through the tasks and activities
- remembering to give verbal as well as written summaries of important points
- offering learners the option of recording their work onto a cassette tape
- finding out if anyone locally or in your group is fluent in the appropriate community language (could they translate some of the materials or give support during the sessions?)

Disability

There may also be people in your group with hearing or speech difficulties, varying degrees of sight impairment, restricted mobility, dyslexia and similar problems that can become barriers to their learning. These difficulties are not always obvious and people may be reluctant to disclose information about them, particularly in a group context.

Taking account of these issues, facilitators have a responsibility to ensure that all the learning which takes place within the group is equally accessible to all members. Again simple steps can help a great deal:

- make a point of asking if everyone can hear what's being said by you and also by other group members – being excluded from discussion is frustrating and alienating

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- make sure that everyone can see the slides/video/flip chart and rearrange the seats and lighting if necessary
- check that the print size is large enough on all your papers
- ask if the layout makes it harder for people to read them (are there too many words?)
- get the RNIB 'Clear Print Guidelines' (see Module 5) from your local library for detailed advice about how to make your written materials easier to read
- make sure everyone can move safely around/in and out of the room and can reach the fire exits.

More ideas about overcoming barriers to learning are offered below. Remember – it is important to present any support you offer and any adaptations you make either generally (for the benefit of the whole group) or very positively. If possible, ask the individuals concerned about what approaches and assistance would be most helpful to them.

OVERCOMING BARRIERS TO LEARNING

- Record ideas, information and case studies ☞ onto cassette to offer an alternative to reading
- Get people to work in pairs, making sure that those who can read, write or work with numbers are paired with those who need help
- Use the photocopier to enlarge handouts for people with eyesight difficulties
- Avoid light colours when writing on the flipchart – use dark colours
- Get speakers to face a particular direction to assist anyone who has to lip-read
- Check understanding frequently to make sure everyone has heard or understood what's being said
- Pay attention to your language and delivery, for example, by avoiding jargon and by explaining specialist terms (write these down on the flipchart or board) – try not to talk too fast
- Explain and describe any slides or pictures so that they are more accessible to people with impaired sight
- Encourage speakers of languages other than English to sit with someone who can translate or interpret for them – arrange this in advance and meet them to talk it through first
- Arrange the seating to encourage more cross–cultural/gender/generational communication and sharing of experiences
- Adapt the room in other ways to deal with individual needs – for example, by changing the lighting or closing windows to block out noisy distractions

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Evaluation

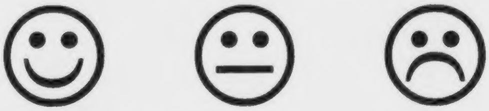
Evaluation☞ is about learning what has taken place and getting a sense of its importance. Therefore, to evaluate an activity we need to first find out what has happened as a result of doing it (the outcomes☞) and then reflect and pass judgement on its value and significance.

Evaluating each session against your own or your group's goals (learning objectives☞) gives invaluable feedback. It will help to ensure that there are fewer loose ends and also tell you how you might change what you are doing for the better.

The kinds of questions that can be used to evaluate a session include:

- what was most/least useful about the session?
- what was good/bad about the way the session was organised? delivered?
- what helped/hindered your learning?
- did you achieve/are you still working towards the goals of this session?
- what have you learned? Was it unexpected?
- what else would you like to learn?
- what do you intend to do with what you've learned?

There are many different ways of evaluating learning. Try to be imaginative in your approach and to vary the activities you use. For example, the question 'How are you feeling now that the session is over?' can be answered by drawing or ticking a face...



Other evaluation methods you could try include:

- keeping written or recorded **personal diaries** (what I learned this session; how I learned it; what I liked/disliked)
- keeping a written or recorded **group diary** (with responsibility for each entry either shared or rotated)
- group **word-storms** (inviting people to identify key words that reflect their feelings or views about the session)
- selecting **images or colours** (e.g. coloured cards/pencils) to convey feelings
- using a **scale or grading** system (e.g. 'how useful was this session on a scale of 1–5')
- **self-portraits** ('...my eyes are closed because I'm tired, but I'm smiling because I enjoyed the role-play...' etc)
- **informal conversations** before during or after the session
- **written/recorded questionnaires.**

Once you have sense of what is working well and not so well it is important to act on that information. In this way you can ensure that the sessions meet group members' expectations and match their preferred ways of learning. It will also mean that the learners have a greater say in how the sessions are run and how they develop.

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Glossary of key terms

Agenda 21	Agenda 21, short for 'Agenda for the 21st Century', is the international action plan agreed by 179 world leaders at the 1992 United Nations Earth Summit on Environment and Development in Rio de Janeiro. It sets out how the world's governments should tackle environmental issues like global warming, pollution, waste, the ozone layer, and the related problems of poverty, population levels and consumption of the world's resources.
Case study	A brief description of a situation or 'case' which helps to demonstrate some of the main points being learned during an Activity.
Community sector	"The number of community groups is estimated to run into hundreds of thousands. They include membership bodies where members of the community are able to offer their services to others, campaigning bodies, self-help, leisure and arts groups. The Community Sector Coalition carried out a specific consultation among representatives of community groups and their national bodies which showed that these groups, while being diffuse, have a particular importance to an independent, democratic and free society. While seeking many areas of common interest with the traditional voluntary sector the consultation identified many areas of divergence due to the different priorities, organisation and ethos of community groups." From *Compact on Relations between Government and the Voluntary and Community Sector in England,* Home Office.
E-mail	E-mail is a means of sending messages between computers at the cost of a local telephone charge. Messages can contain text, pictures (still and moving), animation and sound.
Evaluate	To gather and scrutinise information about what is being learned (evidence) and to pass judgement on the value and importance of that learning. Evaluation involves more than simply describing what has taken place ("We learned how to organise a letter-writing campaign"). It also entails reflection and interpretation ("This was a useful/enjoyable/disappointing experience because...").
Exit strategies	To plan carefully for the end of the funding/project/group/programme. The intention is to conclude business properly, leave a minimum of loose ends, think about next steps, make other arrangements to secure the continuation of the work, consolidate goodwill, and manage expectations so that people don't feel let down.

Facilitator	A person who works with a group to develop opportunities to learn. This can involve preparing for sessions, introducing the main themes, providing useful background information, helping people to feel comfortable with each other and with the Activities, helping to steer discussions, introducing other appropriate ways of learning and making sure that the quality of activities and what is gained from them is assessed.
G7	The Group of Seven nations.
Internet	The Internet is a worldwide network of millions of computers which you can access from any computer linked to the network. With the right equipment you can easily read what is stored on a computer as far away as Australia.
Internet Service Providers	These are commercial companies who provide access to the Internet. Some ISPs charge for this; others allow free access.
Learning agenda	A set of priorities for learning and a programme of learning (activities, events, tasks, sessions) to help to achieve them.
Learning needs	The skills, ideas and knowledge needed to achieve certain goals.
Learning objectives	These are specific goals set in advance for each session. One way of identifying objectives is to ask what, as a minimum, each learner should be able to calculate/carry out/understand/explain/describe by the end of the session and then to write these down as a short list of key intentions. Learning aims are larger, overall ambitions for the session or course.
Learning outcomes	These result from some kind of learning activity. They can be specific and measurable – for example, improved computing skills or greater knowledge about local government – or vague and hard to define such as greater self-confidence and better social networks. All are important and contribute to the many ways in which learning enriches our lives. Outcomes can be anticipated in advance (often described as learning objectives) or arise unexpectedly. As learners or as people responsible for delivering and facilitating learning, we need ways of identifying learning outcomes and of deciding if they are beneficial and valuable. Gathering information about what is being learned and who is learning is often called monitoring. Organising, scrutinising and judging that information is often called *evaluation*.

Learning styles	People learn in different ways and therefore we respond better to teaching that matches our preferred styles of learning. There are various models to explain how we differ in our learning. For example, how some of us ("theorists") prefer to work with ideas we can analyse and question; others ("pragmatists") like to link our learning to a real-life situations and to practise what we learn; some prefer to stand back ("reflectors") and think through their learning; whilst others ("activists") like to learn directly from experience. Our own individual styles will consist of various different approaches and we should be careful not to put people into narrow boxes. However, overtime, we develop ways of dealing with something new to learn that reflects our preferred approaches, and by identifying what we are doing and what makes us feel comfortable we have taken an important step towards achieving our learning goals.
Memory	Memory is a measure of the computer's power to carry out certain tasks. It is a confusing term in that it is also the measure of how much information the computer can store.
Modem	A modem is a piece of equipment that allows two computers to be linked through a telephone line so that information can be sent between them.
NAFTA	North American Free Trade Association
NATO	North Atlantic Treaty Organisation
OECD	Organisation of Economic Cooperation and Development
Role play	This is a way of learning and teaching in which participants 'act out' a particular role or situation. The intention is to deepen learners' understanding of the issues involved and of their own responses to those issues by helping them to experience them or identify more closely with them. It is a useful means for exploring a range of different viewpoints.
Search engine	The Internet is already huge (millions of computers) and growing very rapidly so that it is very difficult to find a piece of information. A search engine is a means of searching the Internet to locate subjects that interest you. There are many different search engines that will provide you with a list of locations which have information relevant to your chosen subject.

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Software	Computers consist of two parts, the hardware or physical parts of the computer and the software which are the instructions to the hardware which allow you to perform tasks such as word–processing. Software is normally supplied on CD-ROMs (i.e. compact discs).
Sustainable development	This entails ways of developing that meet current need without undermining the prospects of future generations. It involves environmental issues and also health, community identity, unemployment and the quality of life.
Voluntary sector	This collective term is used to describe the widely diverse range of local and national voluntary organisations. The voluntary sector (also known as the Third Sector) includes certain bodies such as the National Council for Voluntary Organisations (NCVO) which champion the cause of the sector at all levels and obtain coherent perspectives on the major issues and policies affecting the work of voluntary bodies.
Website	A website is a collection of Information provided by an organisation or individual which is designed to be used by people with access to the Internet.

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OVERVIEW OF MODULES, ACTIVITIES AND LEARNING OBJECTIVES

The following pages will give you an overview of the activities and learning outcomes in each module, together with the skills and knowledge each activity will help you to develop. Use it to familiarise yourself with what is covered in this pack and to help you identify the Modules, Activities, learning objectives and skills that are likely to be most relevant to you and the people in your group. To use this overview as part of a structured exercise that will help you to agree your group's learning agenda, see Activity 1.9.

MODULE 1: SETTING THE AGENDA

Some introductory exercises that will get you thinking about your learning agenda and help you select the activities that will develop your citizenship skills

ACTIVITY	✓	LEARNING OBJECTIVES By the end of this session you will have...	✓	SKILLS AND KNOWLEDGE
1.1 INTRODUCTIONS 1 hour		• had a chance to **introduce yourself** and find out more about the other people in your group • explored **what you have in common** and your **different expectations**		• self-awareness • communication skills • categorising and interpreting information
1.2 GROUNDRULES 1 hour		• thought about and agreed **the ground rules you will need** if you are to feel comfortable working and learning together		• self-awareness • group dynamics • negotiation skills • learning processes
1.3 AIMS 1 hour		• explored **what you are hoping to achieve** together • agreed **the groups aim(s)** • considered **how the group's learning and other achievements can be evaluated**		• identifying aims • negotiation skills • prioritising information • forward planning
1.4 ISSUES 1 hour		• thought about **what motivates you** • shared any **experiences of campaigning, community action, trade unionism or volunteering** you may have had and what you learned from them		• self-awareness • social/political/environmental issues • identifying priorities
1.5 STEPPING STONES AND BARRIERS 1 hour		• thought about **what helps or hinders you from becoming more involved** as an active citizen • considered **how you could overcome the barriers or build on the support** you have identified		• communication and presentation skills • ordering and recording information • identifying barriers to learning • problem solving and forward planning

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ACTIVITY	✓	LEARNING OBJECTIVES By the end of this session you will have...	✓	SKILLS AND KNOWLEDGE
1.6 IDENTIFYING LEARNING NEEDS 1 hour		• assessed your existing citizenship skills by identifying **the skills, knowledge and experiences you already have** that are relevant to becoming a more active or informed member of your community • identified some of **your needs and goals** as a learner • identified **what you can contribute to these sessions**		• awareness of existing skills, strengths and knowledge • selecting and ordering information • identifying learning needs • writing/researching information • negotiation skills
1.7 ACTIVE CITIZENS 1 hour		• considered different **ways of being an active citizen** either at work, from home or in your local community • confirmed the **citizenship skills you would like to develop**		• recording and ordering information • comparing and collating information • awareness of previous and future learning needs • interpreting case studies and identifying key citizenship skills
1.8 IDENTIFYING LEARNING STYLES 1 hour		• thought about **what helps you learn** • identified **your preferred approaches to learning**		• self-awareness • different learning styles • ordering information • communication skills
1.9 AGREEING A LEARNING AGENDA 2 hours		• **matched your own learning needs against the Modules and Activities** in this pack • developed **a programme or agenda that is relevant to your learning needs** as a group and/or as an individual		• self-awareness • ordering priorities • constructing an individual or shared programme of learning • planning its implementation
1.10 KEEPING IT GOING 2 hours		• thought about **what causes groups to run out of steam** • considered **ways of sustaining your group's momentum** when people are flagging or losing direction		• group dynamics • problem solving • sorting and researching information • negotiation skills

ACTIVITY	✓	LEARNING OBJECTIVES By the end of this session you will have...	✓	SKILLS AND KNOWLEDGE
1.11 WINDING IT UP 2 hours		• understood **the need for proper planned closure and exit strategies**		• critical reading skills • identifing and analysing key issues • evaluation of progress and outcomes • problem solving
1.12 SAYING YOUR GOODBYES 1-2 hours		• thought about **how to close or adjourn your group** in a positive way		• giving and receiving praise • communication skills • evaluation skills • creative interpretation of achievements
1.13 MOVING ON 1-2 hours		• thought about how you can **build on the learning and experience** you have gained • thought about some appropriate **next steps**		• interpreting evidence • self-awareness • ordering information • action planning

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MODULE 2: WHAT IS CITIZENSHIP?

A series of activities to get you thinking about different concepts of citizenship and some of their limitations and how you can put ideas into practice.

ACTIVITY	✓	LEARNING OBJECTIVES By the end of this session you will have...	✓	SKILLS AND KNOWLEDGE
2.1 EXPLORING CITIZENSHIP 1 hour		• explored your **personal views about citizenship and what it entails** • gained an overview of **the different kinds of status, actions, rights and responsibilities involved**		• interpreting citizenship • notions of nationality, rights and responsibilities • ordering and linking ideas • communication skills
2.2 DEFINING CITIZENSHIP 30 mins		• thought about some **different definitions of citizenship**, including your own • shared your personal definitions and **views about what citizenship involves**		• definitions of citizenship • summarising ideas • drawing conclusions • interpreting texts • discussing ideas
2.3 VIEWS ABOUT CITIZENSHIP 1–2 hours		• explored some **popular concepts of citizenship and what it means to different people** • thought critically about **your own and other people's opinions about citizenship**		• interpreting citizenship • assessing different perspectives • recording and ordering information • communication and presentation skills • debating skills
2.4 VOLUNTEERING 1 hour		• considered **why and how people volunteer** • thought critically about your own and other people's **experiences of volunteering and how you might build on this**		• experiences of volunteering • national patterns of volunteering • interpreting evidence • self-awareness • action planning
2.5 GLOBAL CITIZENSHIP 45 mins		• examined **the notion of 'global citizenship'** • shared your ideas about **how people can address and actively influence global concerns**		• definitions of global citizenship • translating ideas into action (including barriers) • ordering and comparing responses • identifying priorities

ACTIVITY	✓	LEARNING OBJECTIVES By the end of this session you will have...	✓	SKILLS AND KNOWLEDGE
2.6 FOCUS ON HUMAN RIGHTS 1 hour		• considered the **links between citizenship and human rights**		• different definitions of human rights • three 'Charters' • critical reading skills • comparing and assessing contrasting approaches • clarifying individual perspectives
2.7 FREEDOMS FOR SOME? 1 hour		• explored your views about **human rights and who is entitled to them**		• interpreting human rights • identifying barriers • analysing written and visual reports • putting ideas into action • developing an argument
2.8 FIGHTING FOR HUMAN RIGHTS 1 hour 30 mins		• thought about the **links between nationality, human rights and active citizenship** • explored **the experience of refugees and asylum-seekers in Europe** • thought about **effective ways of responding to human rights abuses** • learned **how you can use the internet** to get news and information		• barriers to human rights • human rights organisations • analysing written reports • summarising and recording key points
2.9 RIGHTS FOR ALL? 1 hour		• thought about **what human rights we should expect to enjoy** • drawn up your own **personal Human Rights Charter**		• creating a Human Rights Charter • summarising and ordering ideas • campaigning techniques • creating a file of information
2.10 UK BILL OF RIGHTS 45 mins		• explored the idea of a **UK Bill of Rights and what should be in it**		• a UK Bill of Rights • developing an argument • comparing different view points • summarising and ordering ideas • campaigning techniques

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MODULE 3: WHAT IS DEMOCRACY?

A series of activities to get you thinking the democratic process and how it's meant to work…

ACTIVITY	✓	LEARNING OBJECTIVES By the end of this session you will have…	✓	SKILLS AND KNOWLEDGE
3.1 WHAT IS DEMOCRACY? 1-2 hrs		• explored **different definitions of democracy** and compared them with your own • considered the methods and principles involved when **conducting and/or participating in a vote**		• defining democracy • comparing approaches • critical reading skills • constructing an argument • conducting a vote
3.2 EXPERIENCES OF DEMOCRACY 1 hr 30 mins		• explored your own and other **people's experiences of democracy** • looked at a case study that shows what can happen **when people's democratic rights are denied**		• experiences of democracy • barriers to participation • critical reading skills • turning ideas into practice
3.3 DEMOCRACY IN ACTION variable		• had an opportunity to **observe and discuss democracy in action** • increased your **understanding** of **the democratic process** and addressed any **questions** you may have **about it**		• organising a visit • negotiation skills • identifying key issues • recording information • preparing a short presentation
3.4 HOW LAWS ARE MADE 1 hr 30 mins		• spent some time thinking about **how laws are made in the UK** • increased your understanding of the various **stages a bill must go through in order to become law**		• how laws are made • campaigning techniques • critical reading skills • research skills • ordering information • verbal or visual presentation skills
3.5 WHO IS ACCOUNTABLE ? 1-2 hrs		• explored the issue of **democratic accountability** • identified by name the **key people** who represent and are therefore accountable to you • considered the **issue of accountability** from a number of different angles		• interpretations of accountability • structures of accountability • accountability in practice • selecting and using a preferred activity/case study

ACTIVITY	✓	LEARNING OBJECTIVES By the end of this session you will have...	✓	SKILLS AND KNOWLEDGE
3.6 USING INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) 1hr 30 mins		• discussed **how ICT can be used to develop citizenship skills** • explored some of the **different approaches involved** and how to employ them effectively		• self assessment of ICT skills and requirements • citizenship and ICT (for individuals) • citizenship and ICT (for communities) • accessing the Internet • identifying sources of information
3.7 THE ART OF LOBBYING 1hr 30 mins		• discussed **what lobbying entails** • thought about some **different lobbying tactics** and how to employ them effectively		• lobbying techniques • applying techniques to a 'case study' • planning a campaign • self assessment of learning needs and goals
3.8 PARENT POWER 1hr 30 mins		• discussed an **example of successful lobbying** by a group of local parents • thought about **how to write a letter to an MP** that makes a convincing case		• analysing a local campaign • comparing campaign techniques • letter-writing skills
3.9 LESSONS FROM A NATIONAL CAMPAIGN: CASE STUDY 'TRANSPORT 2000' 1 hr 30 mins		• using a case study, discussed some of the different **methods used in a national campaign** • thought about how these might be **transferable to a local situation**		• analysing a national campaign • identifying and assessing campaign tactics • transferring to local circumstances
3.10 SUCCESSFUL CAMPAIGNING 45 mins		• identified the **different strategies and tactics involved in successful campaigning** at both a national and local level • thought about **what they would involve** in practice		• identifying effective campaigning skills • applying these in practice

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MODULE 4: A series of activities that will encourage you to think about how campaign groups work, explore some examples of good campaigning practice, and help you manage some of the practical tasks involved in running a group…

ACTIVITY	✓	LEARNING OBJECTIVES By the end of this session you will have…	✓	SKILLS AND KNOWLEDGE
4.1 GETTING GOING 1 hour		• taken part in a role-play that explores **some of the group dynamics involved** when people meet for the first time to get a campaign off the ground		• different approaches to starting a campaign • managing group dynamics • identifying key issues • practising role play
4.2 STARTING A CAMPAIGN 1 hour		• considered **how to go about setting up a local campaign group** • shared **experiences of local campaigns** and how they were set up		• effective campaigning skills • applying skills to particular examples • research skills • compiling and ordering evidence
4.3. IDENTIFYING YOUR SUPPORTERS 1 hour		• thought about **how to research and locate potential supporters** • identified **which individuals/bodies/committees should be approached**		• identifying support • applying techniques to a local issue • action planning
4.4 KNOWING YOUR SUPPORTERS 1 hr 30 mins		• identified and **developed a profile of your potential supporters**		• ways of profiling supporters • applying techniques • identifying stereotypes
4.5 GETTING YOUR MESSAGE ACROSS 1 hr 30 mins		• considered some of the **ingredients for effective written publicity** • thought about **ways of using written information to convey your key messages**		• effective written publicity • comparing and identifying examples • compiling and ordering examples
4.6 TARGETING YOUR PUBLICITY 1 hr 30 mins		• identified **different ways of publicising** a campaign • thought about **how best to target publicity** so that it reaches the people you want		• alternative publicity strategies • using creative and imaginative approaches • exploring practical and ethical issues • applying different approaches to examples

ACTIVITY	✓	LEARNING OBJECTIVES By the end of this session you will have...	✓	SKILLS AND KNOWLEDGE
4.7 STEP BY STEP 1 hour		• looked at a step-by-step account of **how to build and sustain a local campaign** • identified and explored some **campaign strategies that work**		• analysing a nursery campaign • identifying campaign strategies • summarising and ordering information
4.8 MEETINGS, MEETINGS... 1 hr 30 mins		• considered **how to organise a meeting effectively** • explored some of the **factors that make meetings work**		• effective meetings • barriers to participation • applying ideas to practice • organising skills
4.9 MONEY MATTERS 1 hr 20 mins		• understood **the importance of staying accountable** • considered **how to manage your group's finances**		• financial accountability • financial management skills
4.10 INFORMATION OVERLOAD? 1 hr 30 mins		• understood **the importance of keeping records** • considered the **relative merits of different types of information** • thought about **ways of presenting evidence**		• identifying useful information • minute-writing skills • report writing skills • targeting information • using 'quantitative' and 'qualitative' information

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MODULE 5: WHERE DO WE FIND OUT MORE?

The following list is a summary of the questions addressed in Module 5 and which are likely to be relevant to anyone wanting to improve their general knowledge of citizenship or wishing to know how to go about various activities. The contact details of relevant organisations are given against each question. The second part of the Module gives further reading suggestions and useful website addresses.

	✓		✓
5.1 CHARITABLE STATUS		• When should start thinking about seeking charitable status? • What are charities allowed to do? • What are the advantages and disadvantages to us of becoming a charity?	
5.2 COMMITTEES: DUTIES AND LEGAL RESPONSIBILITIES		• What are the legal responsibilities of committee members? • What are the main duties of committee members?	
5.3 DATA PROTECTION		• If we intend to keep information about people on file, what do we need to do to comply with the Data Protection Act?	
5.4 DISCRIMINATION		• What are the legal requirements affecting groups who are working with or providing services for people with disabilities? • What are the legal requirements regarding Sex and Race Discrimination? • How can we avoid discrimination in other areas e.g. sexual orientation?	
5.5 DRAWING UP A CONSTITUTION		• What is a constitution? • What should a constitution include?	
5.6 EMPLOYEES' RIGHTS		• What do we need to know if we are thinking of employing full or part-time workers? • How can we make sure that we comply with Equal Opportunities, Health & Safety and other important requirements? • What other employment-related issues do we need to consider?	
5.7 FINANCIAL MANAGEMENT		• Why do we have to keep accounts? • What accounting laws do we have to comply with?	
5.8 FUND-RAISING		• What are we permitted to do in order to raise funds? • What are the main sources of fund-raising?	

	✓		✓
5.9 INSURANCE AND PERSONAL LIABILITY		• Why would we need to have insurance? • If we are transporting groups or providing other public services, what kinds of insurance should we have? • What is personal liability? • How can we reduce the risk of personal liability?	
5.10 LICENSING LAWS		• If we are organising an event that involves selling or supplying alcohol, what licensing laws do we need to comply with?	
5.11 MARCHES, DEMONSTRATIONS AND ASSEMBLIES		• If we are organising a march, demonstration or public meeting, what laws and procedures do we need to comply with?	
5.12 VOLUNTEERS' RIGHTS		• What do we need to know if we are thinking of using volunteers? • What do we need to know if we are thinking of volunteering?	
5.13 LEARNING AND QUALIFICATIONS		• How could we develop our learning into a qualification? • What other relevant courses with qualifications are already available?	
5.14 LOCAL GOVERNMENT AND LOCAL DEMOCRACY		• What does local government do? • How does local democracy work? • How can we influence local decisions?	

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Module 1

SETTING AN AGENDA

Module 1: SETTING AN AGENDA

Some introductory exercises that will get you thinking about how to establish your group and its agenda; and help you select the activities that will develop your citizenship skills

ACTIVITY	LEARNING OBJECTIVES
1.1 INTRODUCTIONS	By the end of this session you will have... • had a chance to **introduce yourself** and find out more about the other people in your group • explored **what you have in common** and your **different expectations**
1.2 GROUNDRULES	By the end of this session you will have... • thought about and **agreed the groundrules you will need** if you are to feel comfortable working and learning together
1.3 AIMS	By the end of this session you will have... • explored **what you are hoping to achieve** together • agreed the **group's aim(s)** • considered **how the group's learning and other achievements can be evaluated**
1.4 ISSUES	By the end of this session you will have... • **thought about what motivates you** • **considered any experiences of campaigning, community action, trade unionism or volunteering** you may have had and what you learned from them
1.5 STEPPING STONES AND BARRIERS	By the end of this session you should have... • **identified what helps or hinders you from becoming more involved** as an active citizen • **considered how these sessions could help you to overcome the barriers or build on the support** you have identified

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1.6 IDENTIFYING LEARNING NEEDS	By the end of this session you will have... • assessed your existing citizenship skills by identifying **the skills, knowledge or experiences you already have** that are relevant to becoming a more active or informed member of your community • identified some of **your needs and goals** as a learner • identified **what you can contribute to these sessions**
1.7 ACTIVE CITIZENS	By the end of this session you will have... • considered different **ways of being an active citizen** either at work, from home or in your local community • confirmed the **citizenship skills you would like to develop**
1.8 IDENTIFYING LEARNING STYLES	By the end of this session you will have... • thought about **what helps you to learn** • identified **your preferred approaches to learning**
1.9 AGREEING A LEARNING AGENDA	By the end of this session you will have... • **matched your own learning needs**☜ **against the Modules and Activities** in this pack • developed **an agenda/programme that is relevant to your learning needs** as a group and/or as an individual
1.10 KEEPING IT GOING	By the end of this session you will have... • thought about **what causes groups to run out of steam** • considered **ways of sustaining your group's momentum** when people are flagging or losing direction
1.11 WINDING IT UP	By the end of this session you will have... • understood **the need for proper, planned closure and exit strategies**☜
1.12 SAYING YOUR GOODBYES	By the end of this session you will have... • thought about **how to close or adjourn your group** in a positive way
1.13 MOVING ON	By the end of this session you will have... • thought about how you can **build on the learning and experience** you have gained • thought about some appropriate **next steps**

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TIPS FOR GROUP LEADERS

- *Most of the activities in this Module are important preliminaries and you should aim to do as many of them as possible. Activities 1.1–1.9 will help the group to establish itself and work comfortably together, as well as giving you vital information about the background, experiences and learning needs of individual members.*

- *This Module is based on the good practice that should underscore any attempt to form a group or define its purpose and identity. As such, the group development activities will be of equal use to people who are in the process of setting up campaign or pressure groups or working with groups in other adult or community learning settings. Where necessary, you can adapt the activity or talking points to meet the group's specific needs.*

- *Identifying people's individual barriers to learning is not always easy. Adults who cannot read, for example, or people with hidden disabilities may be reluctant to disclose that they require alternative learning approaches. You will therefore need to emphasise that most of the learning you do together will be through discussion and practical activities and that the checklists, case studies and other handouts are aids to learning that help people structure their views and ideas. These should also be accessible (if necessary) through other means – for example, recorded onto a cassette, or reproduced in large print.*

- *Some people may dislike or feel uncomfortable with activities that involve reading or writing. Stress that there is no requirement that people read or take notes unless they wish to, and that any activities involving writing can be adapted easily to meet the needs of people who prefer to talk through their ideas with someone else and record their thoughts onto a tape. For more advice on this, see pp 9–10* ***Barriers to learning****.*

- *Whilst recognising the variety of skills and needs that may be present in the group, it is also important to encourage group members to keep a personal record of the learning they are undertaking. This could be a simple folder containing all their worksheets, handouts, any recordings or notes they have taken, a diary of progress, press cuttings and pictures, and examples of publicity. This 'portfolio' of learning, as it is sometimes known, will help individuals to order their thoughts and remember important information and ideas during the course. It also serves as a record of what they have achieved. This might be of interest to family and friends and also to colleges and other providers of adult education. Used in this way it could become another stepping stone to further learning.*

- *The introductory activities are also a chance for you, the leader or facilitator, to observe how the group gels and works together. You may find, for example, that some people lack the confidence to speak up in a large group or that others like to 'hog the discussion'. As group leader, you will need to establish quickly how people respond in a group learning situation and whether there are likely to be any difficulties. By investing the time to establish clear aims and ground rules and to explore people's needs and expectations, you could spare yourself a lot of potential grief later on!*

- *If you have no prior experience as a trainer, tutor, teacher or group facilitator☞, the activities in this module are also an opportunity for you to practise and develop your skills. For example, they each involve giving the group clear instructions and timeframes, setting up group exercises and drawing out and listing people's views and ideas onto large sheets of paper (flipchart). They also involve careful planning and preparation. These are essential skills that you will be using throughout. Make sure you have read the section entitled* ***Leading a group: some basic tips*** *(pp7–11) before you begin. After each session, keep a record of the group's evaluations☞ and also of your own thoughts about what went well, what you would do differently, and why.*

- *Many of these preliminary activities are quite short. If the time available is limited, you may need to adapt or condense them further so that you can move quickly on to the other Modules. If you're under pressure to finish, skip some of the talking points or get people to do their thinking at home in advance of the next session.*

- *Activities 1.4 – 1.9 require the group to agree its learning agenda☞. Depending on how diverse people's needs are, this is likely to require some flexibility and compromise. Where it is difficult to accommodate everyone's wishes, your aim should be to ensure that all members have at least one of their learning goals (objectives☞) and preferred learning styles addressed. Remember to take account of anyone who may have volunteered to lead or contribute to a particular session as a result of Activity 1.6. This kind of support is vital for building confidence.*

- *The last four Activities can be returned to once the group is established. Activity 1.10 will help you sustain people's energy when it is flagging and 1.11 and 1.12 can be returned to when the group is about to close. Activity 1.13 should be considered a little while before the end so that sufficient time is available to explore the possibilities for further learning and activity.*

- *Beginning, sustaining and ending a group well are key facilitation skills. Seemingly small things – like making sure people get a chance to say who they are or if they're happy with the way the session went – convey important messages. If these are ignored, people may get the impression that they are not valued or respected. Use the activities in this Module to establish a supportive, democratic way of working that will sustain you as you move on to other more complex issues.*

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1.1 INTRODUCTIONS

1 HOUR

By the end of this session you will have...
- had a chance to **introduce yourself** and find out more about the other people in your group
- explored **what you have in common** and your **different expectations**

Working alone or with one other person, spend a few minutes exploring the question 'who am I?' For example, how would you describe yourself in terms of your:
- gender
- nationality or ethnicity
- occupation
- generation
- social status
- role in your family
- beliefs
- values
- goals in life
- hobbies and leisure activities.

Write your name on a largish piece of paper and make a list of the 10 words or phrases that best describe the person you are. Underneath, in no more than a sentence or two, write down what you are hoping to get out of these sessions. If you prefer not to write, do this exercise verbally, working with someone else.

Use these lists either to introduce yourself or the person you've been working with to everyone else.

Groups will vary and, as an alternative, or even as a first step towards the exercise above, you might begin by encouraging everyone to say a little about their name. This could include:
- how they feel about it
- what it means
- how they got it.

Once these introductions have finished, develop the discussion by addressing the following talking points. (It is not necessary to reach an agreement yet about what you want to achieve, especially if there are a number of different expectations in the group.)

Talking points

- What do we have in common as a group?
- Are our differences a strength or a weakness?
- Why have we come together as a group?
- What are our expectations?
- Was anyone hoping to achieve something else – or something more?

These are important preliminaries, so if you run out of time, you will need to finish off when you next meet.

1.2 GROUNDRULES

1 HOUR

By the end of this session you will have...

- thought about and agreed **the groundrules you will need** if you are to feel comfortable working and learning together

Working with one or two other people, try to remember your best and worst learning experiences. These could be from school, an adult education course, a staff development/training session at work or some other formal or informal situation when you were hoping to learn something.

Having shared these experiences, what groundrules would you suggest to help the group create the kind of learning environment in which everyone feels comfortable and respected? If it helps, use the following questionnaire:

- A safe, comfortable, democratic atmosphere in which everyone can learn and contribute freely
- Everyone is given a chance to share their views and experiences, regardless of how they communicate or how shy or confident they are
- Everyone is expected to respect and value people's different views and experiences
- Criticisms and strong emotions are dealt with in a sensitive way
- Confidentiality is respected
- Good use is made of the available time and the group keeps to its agenda, avoiding unnecessary distractions

Use your suggestions to draw up a set of groundrules or a code of conduct that everyone can agree to. Make copies for everyone (either written or on cassette) including people who join the group late, and use them as a reference point if things ever get heated or if you feel individuals have forgotten or are disregarding them.

✓ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

1.3 AIMS

UP TO 1 HOUR

By the end of this session you will have...
- explored **what you are hoping to achieve** together
- agreed **the group's aim(s)**
- *considered* **how the group's learning and other achievements can be evaluated**

Spend some time thinking about what you'd like to get out of these sessions. If possible, write this down or talk it through with someone else in the group first, before getting into a group discussion about it. Try to think in terms of your overall aim and then list anything else you are personally hoping to gain or achieve.

My main aim in coming here is to...

I would also like to...

When everyone has had a chance to respond without interruption, develop the discussion by addressing the following talking points.

Talking points

- Do we have similar reasons for being here?
- Do any members feel that their needs or expectations can't be met?
- If we had to agree our overall aim or goal, what would it be?
- Have we a shared view of how we intend to get there?
- Can we list any other group objectives or goals?
- How do we intend to achieve them?
- How will we know when we've achieved these aims and objectives?
- How will we evaluate☜ what we've learned or achieved together?
- How can we make sure that we learn from any mistakes as we go along?

✓ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

> 'I will. It is both a declaration and a command. It affirms dominion. Take a moment, and whisper it to yourself. 'I will'. Feel the power.'
>
> Susan L. Taylor

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1.4 ISSUES

UP TO 1 HOUR

By the end of this session you will have...

- thought about **what motivates you**
- considered any **experiences of campaigning, community action, trade unionism or volunteering** you may have had and what you learned from them

Spend some time thinking about the person you are, the social values, morals or religious beliefs that you hold and the things that motivate and inspire you or which make you angry or concerned. Make a mental or written/recorded note of these under the following headings:

PERSONAL	SOCIAL/POLITICAL/ENVIRONMENTAL

You may find that there are social/political/environmental issues that lie behind your personal concerns (for example, levels of traffic and crime) and that the two lists become linked in places.

Focusing on your lists, compare notes with one or two other people in the group. Then, still in your small group, move on to discuss the following talking points.

Talking points

- Do you share any issues?
- Are your concerns broadly similar or do they reflect a range of different social issues?
- What experiences have you had, if any, of taking action about issues that concern you (either as an individual or with others)?
- What experiences have you had, if any, of volunteering, community action, trade unionism or giving your time in other ways to a worthwhile cause?
- Are your experiences similar or very different?
- What did you learn or gain from these experiences?
- Is there anything you would like to have done differently?

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When giving your group's feedback, confine your input to giving a brief account of

- your shared concerns, ambitions, frustrations or motivations
- your past experiences of taking action
- what you learned or gained from them.

Follow–up

As a follow–up activity, or something that can be done outside the session, take your own list (or the group's list) of issues and record against each point what the world would be like if that issue had been dealt with properly.

Bring this back to share with the group at the next session. Having a 'wish list' can be inspiring and help to confirm why it is important to make a difference. It can also help you to create a positive agenda for action.

✓ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

'If citizenship entails membership in the community and membership implies forms of social participation, then citizenship is above all about the involvement of people in the community in which they live.' David Held, *Between State and Civil Society: Citizenship* in Geoff Andrews (Ed), 1991, *Citizenship*

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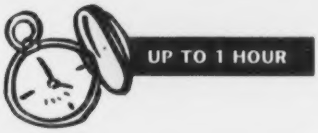
1.5 STEPPING STONES AND BARRIERS



By the end of this session you should have...

- identified **what helps or hinders you from becoming more involved** as an active citizen
- considered **how you could overcome the barriers or build on the support** you have identified

Spend some time thinking or talking with someone else about your typical day. What are the things you would like to do or get involved in as a more active citizen if you had the time, money, know-how or relevant skills?

Then, working with two or three other people, address the following questions.

Talking points

- What helps or hinders you from getting involved in such activities? Look at this list of common reasons and add to it if you need to. For example, is it...

lack of time	YES/ NO
lack of information	YES/ NO
lack of confidence	YES/ NO
lack of skills	YES/NO
not knowing where to start or how to go about it	YES/ NO
domestic or caring responsibilities	YES/ NO
work or other commitments that come first?	YES/ NO

- What practical things could you do to make time for the issues that concern you? For example, depending on how busy you are, how could you create...
  30 minutes a day
  I hour a day
  2 hours a week
  1 day a month?

- In what ways do you think these sessions could help you to overcome some of the obstacles or barriers you've been talking about? Can you think of anything you'd particularly like to learn, practise or discuss? List these either on cassette or on a piece of flipchart paper.

When you have completed your list, compare it with those produced by the others in the group.

Use your lists to identify any requests people may have for future sessions and try to take account of them when developing your learning plan (see Activity 1.9).

Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.

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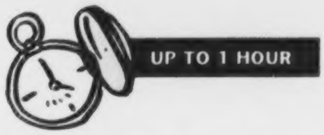
1.6 IDENTIFYING LEARNING NEEDS



By the end of this session you will have…

- assessed your existing citizenship skills by identifying the **skills, knowledge or experiences you already have** that are relevant to becoming a more active or informed member of your community
- identified some of **your needs and goals** as a learner
- identified what **you can contribute to these sessions**

Working alone or with someone else, list the many things you have done or been in your life including your hobbies and achievements, your domestic or caring duties, any community or voluntary activities and the different jobs you have done. For example…

managing on income support
learning to drive
working or travelling abroad
playing in a band
taking part in an all-night vigil
organising a jumble sale
being an active trade unionist
organising a tenants' group
being a parish counsellor

bringing up children
passing exams
planning a big party
being a member of a team
voluntary work in a local hospital
learning to dance
helping at your child's school
staffing a help line
picketing the local housing office

These suggestions are intended to help you develop your own list. Record your ideas (using either a cassette or the **self-assessment handout** supplied, p41) and, as you do so, try to remember what was involved and what ideas, skills or knowledge you acquired as a result. This could be skills in:

public speaking	as an active school governor
presentation	as the union branch treasurer
fundraising	as a playgroup supporter
financial management	as the juggler of a tight family budget
networking	as a neighbourhood watch coordinator
resolving conflicts	as a parent/volunteer youth worker
counselling and listening	as a good friend/Samaritan
legal/welfare advice	as a tenants' association activist
time management	as a parent with a part-time job(s)

Now that you have a list of your individual achievements, take a few moments to reflect, either alone or with a partner, on which of your existing skills you would like to develop and which new skills, ideas and information you would like to obtain. Make a written or recorded list of these learning needs☞ and goals.

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Talking points

- Which of your life experiences are most relevant to becoming a more active or informed citizen?
- Which (if any) of your skills or areas of knowledge would you feel most confident to teach or share with others?
- If you were asked to work with someone else to plan a contribution to a future session, whom would you work with? How long would you need to prepare and what help (if any) would you need?
- Which skills or areas of knowledge are you most keen to develop for yourself?

Compare your self-assessment with those developed by others and use them to help you identify the skills, knowledge or experience you'd like to acquire as a group during the coming sessions. Try to take account of these suggestions when developing your learning plan (see Activity 1.9).

Follow-up

Return to your self-assessment list and your list of individual learning goals regularly as the work progresses to see how you are extending your knowledge and meeting your original needs and ambitions. You may wish to amend your goals as you go along.

✓ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

Silent, but...
I may be silent, but
I'm thinking.
I may not talk, but
Don't mistake me for a wall
Tsuboi Shigeji

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SELF-ASSESSMENT

ACTIVITY/OCCUPATION/ LIFE EXPERIENCE	KNOWLEDGE/SKILLS INVOLVED...
For example bringing up children	*For example* Organising a household Managing on a tight budget Planning and cooking meals for others Caring for people who are sick or injured Communication skills Liaising with schools, hospitals, police Conflict resolution Networking with other parents Counselling and listening skills Time management skills

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1.7 ACTIVE CITIZENS

UP TO 1 HOUR

By the end of this session you will have ...

- considered different **ways of being an active citizen** either at work, from home or in your local community
- confirmed the **citizenship skills you would like to develop**

Like the people in your group, the eight citizens described below have different priorities and different ideas about how they might become more useful or active members of their community. (You may be able to think of others, in which case, feel free to describe them and include them in the discussion).

Together with one or two others, spend some time thinking about and discussing the following questions.

- Which of these citizens, if any, do you identify with most? (i.e. who are you closest to in terms of age, social circumstances, ethnic background, social concerns, and so on?)
- What are the different skills you'd expect each of these people to have, based on what they do now or have done in the past?
- Whose learning needs are closest to your own?

When you have a picture of their skills, take a few minutes to think about your own. Using the **citizenship skills checklist** (p45) supplied, tick/record the ones you feel you have acquired fully (column 1), partially (column 2) or not at all (column 3). Read this through or listen to it and then make a record of your own skills, either onto cassette or using the box provided on the **checklist**.

Use this to help you confirm the range of skills you already have and any learning needs you may have for the future. Compare these results with your self–assessment and list of learning goals from Activity 1.6 and take a few moments to reflect on what these all tell you about yourself as a learner.

Talking points

- How do your needs and ambitions as a learner compare with those of other group members?
- What are the important similarities and differences?
- How can these be built into the learning plan for the group? (see Activity 1.9)

✔ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

> 'I'll tell you why I did all these things. It is very simple. I did all these things because they needed to be done'
>
> Marie Grace Augustin, St Lucian Planter

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Alton: an elderly Jamaican man who lives alone in a council flat. He was an active trade unionist before he retired, and has helped to organise several strikes and pickets. He is angry about the vandalism and the level of crime on the estate where he lives and is thinking about joining the Tenants' Association. However, he feels he needs to know more about **tenants' rights** and **the council's obligations.** He's also unsure about **what a Tenants' Association does** and whether it could make a real difference to the quality of life on the estate.

Anne: a 33–year–old mother with three young children, two of whom attend the local primary school. She is active in the school PTA (Parent Teacher Association), often helps to organise jumble sales, school fetes and so on and is also treasurer for the local Woodcraft Folk. Has many concerns as a parent and would like to become a school governor but doesn't yet have the confidence to put her name forward. She feels she has a lot to offer, but needs to know more about **the laws governing education** and **what's involved in being a school governor** before she could make an informed decision.

Glenda: a 25–year–old woman who is paraplegic and uses a wheelchair. She works as an office administrator with a local solicitors' firm and has followed the debate leading up to the passing of the Disability Discrimination Act very closely. She is disappointed with the result and feels the law sells disabled people out and needs to be amended. She also believes that people like her need to be a lot more pro–active in their efforts to secure basic rights and access to services. She would like to know more about imaginative, **direct forms of action** as well as **how to lobby or campaign** to achieve these and other gains for people with disabilities.

Hugh: a 55–year–old English man, married with grown up children. He was a scout leader for many years and would now like to become a local councillor. Although he is a member of the Liberal Democrat Party, he only ever takes an interest in local politics around election time. However, he is a good communicator and feels he would be the right person to represent the local community, since he has lived there most of his life, but first he needs to learn more about **how local government works** and the whole selection process. He'd also like to 'gen up' on **local campaigns and issues** so that he can speak from a more informed position if he decides to put himself forward as a candidate.

Margaret: a 64–year-old woman, recently widowed, whose children have grown up and moved away. She has devoted much of her adult life to her husband and family and now finds herself lonely and with a lot of empty time on her hands. She has always liked helping others and regularly assists an elderly neighbour by doing her shopping and helps a younger neighbour by babysitting or taking her two children to school. She would like to build on this and is interested in the idea of **becoming a volunteer** – perhaps working in a charity shop or becoming a Samaritan. She needs to know where her skills and experience would be of most use and where she could get more information.

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Mickey: a 27-year-old man of Irish parentage, currently unemployed and living in a squat. He would have voted for the Green Party in the local by-election since he is increasingly concerned about environmental issues but he is not on the voting register. Recently he took part in a highly publicised campaign to prevent the building of a motorway which involved digging tunnels, building tree houses and actively sabotaging the efforts of the building contractors to begin excavation. He has learned a lot from this experience but feels he has much more to offer and would like to know **how to set up a group** to campaign against homelessness and other causes that are close to his heart.

Mohammed: a 32-year-old single Somali man. He came to this country five years ago as a refugee and has been an active member of the local Somali Refugee Support Group for much of that time. Before he came to this country, he was studying to become a lawyer. He has gained a lot of skills and experience but would like to do a course that would enable him to 'fill in the gaps' and give him a better all-round understanding of the law and **how democracy works in Britain.** Having abandoned his legal training, due to lack of funds, he is hoping to get a certificate at the end of the course that will help him in his efforts to find a full-time job with a refugee support group.

Parmjit: a 17-year-old Asian girl who is still at school. She is studying English, IT and Media Studies at A level and hopes to go on to university. Like others in her year, she is concerned about the level of racism in the school and would like to organise a committee of students but is not sure what it could achieve. She would like to know more about **the laws against racial discrimination** and the proper way to go about **setting up a committee,** since she is hoping it will be given official status and influence the school's decision-making in some way.

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CITIZENSHIP SKILLS: A CHECKLIST

	LIKELY TO HAVE THE FOLLOWING SKILLS...	**1**	**2**	**3**
 ALTON				
 ANNE				
 GLENDA				
 HUGH				
 MARGARET				
 MICKEY				
 MOHAMMED				
 PARMJIT				
________ ________ (ADD YOUR NAME)				

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1.8 IDENTIFYING LEARNING STYLES

UP TO 1 HOUR

By the end of this session, you will have
- thought about **what helps you to learn**
- identified your **preferred approaches to learning**

Spend some time thinking about the times when you have really enjoyed learning something. This could have been in or outside a classroom, alone or with other people, quickly or over a long period of time.

Either on your own or with a partner, use the list below to help identify your preferred learning styles☜ or approaches. Tick those you favour and feel free to add any which suit you better.

✓	LEARNING STYLES AND APPROACHES
	Working alone
	Working in pairs or small groups
	Working in a big group
	With pictures and sound rather than the written word
	Discussing issues and ideas with others
	Watching videos, slides, or the TV
	Listening to lectures/guest speakers
	Doing my own research in the local library
	Investigating issues on the internet
	Interviewing and talking to people
	Acting out situations (role play)
	Working with real life examples and problems
	Having 'hands–on' experience/doing practical tasks
	Learning in small stages which build on each other
	Getting at the 'big picture' quickly
	Preparing carefully in advance for each session
	Taking time to reflect and analyse
	Throwing ideas around to see what happens (wordstorms)

Compare your list with others produced by the group and use these to help you identify your preferred learning styles or approaches, and those of the other members. Try to take full account of these when developing your learning plan (see Activity 1.9) and selecting your Activities.

Talking points

- Have you added any learning styles or approaches to this list? What are they?
- Why do the approaches you favour help you to learn?
- Can you see a pattern amongst your preferences?
- How do the lists from the group compare?
- What are the key similarities and differences?

✓ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

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1.9 AGREEING A LEARNING AGENDA

UP TO 2 HOURS

By the end of this session you will have ...

- **matched your own learning needs against the Modules and Activities** in this pack
- developed **an agenda/programme that is relevant to your learning needs** as a group and/or as an individual

Use the **overview of modules, activities and learning objectives** on pages 16–26 to help you identify your personal learning goals or priorities.

- In the columns provided (✔) tick the modules and/or activities that most interest you and have a go at numbering them in the order of their importance to you. The number and length of activities selected should not exceed the number and length of available sessions unless there is a possibility of extending them.

- Now look at the list of skills and knowledge involved in each exercise. How do they match with your priorities? Use the lists you developed in Activities 1.6, 1.7 and 1.8 (if you did them) to help you.

- Compare your preferred activities and skills with those of other people. Using a flipchart, have a go at drawing up a programme of learning that the whole group can follow, based on the Modules, activities and skills people have prioritised most often.

- Use the minimum time suggested for each activity (shown at the top of the page) to help you plan in more detail. These will give you some idea of how much you can expect to get through in each session, and how many weeks or sessions you will need.

- Be prepared to compromise and explore other options. Bear in mind that it may not be possible to address everyone's needs in the time available.

✔ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

1.10 KEEPING IT GOING

UP TO 2 HOURS

By the end of this session you will have...

- thought about **what causes groups to run out of steam**
- considered **ways of sustaining your group's momentum** when people are flagging or losing direction

Groups are great when they are working well, but it is quite common to go through periods when people appear to be losing their energy or commitment. The warning signs include:

- *poor attendance* – people not showing up, not sending apologies for absence or giving unconvincing excuses for not attending
- *inertia* – people showing a reluctance to engage in discussions, take part in activities or take responsibility for certain tasks
- *disillusion* – people feeling defeated or unsure about what to do next, often because of a setback or disappointment
- *apathy* – people acting tired, bored, or uninterested or a general loss of motivation within the group
- *conflict* – people arguing, falling out or snapping at each other, refusing to speak or forming exclusive 'cliques'
- *domination* – individuals who consistently dominate discussions or try to impose their views at the expense of other, less vocal members
- *loss of direction* – people feeling unclear about their aims or achievements or what they are meant to be doing

Use the **keeping it going checklist** (p50) supplied to help you identify any warning signs that may be emerging in your group. Which of them apply? Can you think of any other signs or recent incidents that suggest your group needs to stop and take stock?

If it feels safer, this part of the exercise can be done anonymously – for example, by having individual concerns on pieces of paper picked at random out of a box for discussion. If there are literacy issues within the group, it might be helpful to ask people to prepare their pieces in advance to bring to the session. Whatever the approach, it is important that everyone has a chance to express their views. If people hold back, it can mean they don't feel safe enough to speak their minds.

When you have identified any problems or concerns, move on to thinking about the causes and how the group can respond. Select the most relevant questions from the 'Talking points' to help you structure your discussion and keep track of where it's going. Be careful not to stay in the 'comfort zone' by avoiding questions that are most likely to cause discomfort or dissent. It may help to go back to the group's groundrules before you start. Make sure you get someone to record the main points on a flipchart – you may want to refer to them at a later date.

It is important to end your discussions with an attempt to find solutions to any difficulties. This will help to strike a positive note, build bridges and move the group forward.

Take time, either individually or as a group, to think about the possible impact of the solutions on your agreed learning agenda. This may need revising.

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KEEPING IT GOING: A CHECKLIST

WHAT IS THE PROBLEM?	✓	POSSIBLE REASONS?	POSSIBLE SOLUTIONS?
Poor attendance?			
Inertia?			
Disillusion?			
Apathy?			
Conflict?			
Domination?			
Loss of direction?			
Others?			

Talking points

- Does everyone agree that the warning signs we've identified need to be addressed by the group?
- Are there any other problems we need to be looking at?
- Does everyone agree with the reasons people have put forward?
- Has everyone spoken? Is anyone holding back? Does anyone feel silenced?
- Have we kept to our original groundrules? If not, why?
- Have we been evaluating our progress regularly? What stopped us from identifying and confronting the problem(s) earlier?
- Are our aims still the same? How close are we to achieving them?
- Have things changed? Do we need to review them?
- What have we achieved so far? What are our successes, however small?
- What has helped us or kept us going until now?
- What's positive about this group? What have we got to be proud of?
- What external/internal factors have blocked us or got in the way of our progress?
- What have we learned from the group? From each other? From our shared experiences?
- What could we have done differently?
- How can we address the problem(s) we've been having? Can anyone suggest short/long-term solutions?
- What needs to happen to address any outstanding frustrations or heal unresolved conflicts?
- How can we avoid such frustrations/conflicts/differences in the future? How can we communicate better?
- Do we need a regular slot to review our progress or take stock of where we are as a group? How often should this happen?
- What have we learned from this experience?
- How can we move forward?

✓ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

'Liberty without learning is always in peril and learning without liberty is always in vain'

John F. Kennedy

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1.11 WINDING IT UP

UP TO 2 HOURS

By the end of this session you will have...
- understood **the need for proper, planned closure and exit strategies**

Whether your focus was on learning together or on a particular community campaign, your group at some stage will eventually have run its course or served its purpose. Proper, planned closure helps to ensure that people aren't left with 'unfinished business' or unresolved commitments. They also allow you to give clear parting messages to supporters, funders or others who have been involved in your project.

Start by having a look at the account on the following page. You may prefer to record it and listen to it together. It should help to trigger thoughts about the need to develop your own exit strategies☜ and what steps you can take to ensure that there is no 'unfinished business'.

Talking points

- Do you think they were right to call a public meeting?
- What else might they have done to let people know that the project was about to end?
- Why was it important for local people to hear about the group's successes as part of the exit strategy?
- What do you think of the make-up of the audience? Is there anyone else who should have been invited?
- What do you think of the decisions reached towards the end of the meeting?
- What else could have been done to ensure that the benefits to the community outlived the closure of the project?

When you have finished looking at issues raised by the case study☜, move on to think about your own situation. Start by looking back at your original aims and reminding yourselves of what you set out to achieve.

Talking points

- Would you say you have met your original goals?
- What else have your achieved together?
- Which goals didn't you achieve?
- Which issues are still going?
- What have you liked most about being part of this group?
- What have you learned?
- How have you benefited as individuals? And as a group?
- Have you informed everyone you need to that your work is nearly over (e.g. cancelled room bookings, closed phone lines or petty cash accounts, notified key people, and so on)?
- Is there any other outstanding business?
- How can you and/or others build on your work once the group finishes?
- How will you stay in touch? Have you made a contact list?
- Do you think it's worth meeting to review the group's achievements at a future date? If so, when would be a good time?

✓ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

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WINDING IT UP: A CASE STUDY

In the aftermath of the attack, some vital work had been carried out with both black and white young people in the area, and the question of how to ensure that others would be in a position to build on it once the funding ran out was becoming a growing concern in Advisory Committee meetings. There was a fear that these and other earlier achievements would be short–lived unless an 'exit strategy' could be found that involved both local residents and the young people themselves in taking the work forward. The project's credibility had been hard–earned, and there was a determination not simply to abandon the young people once the money dried up.

As members of the team began to broach these issues with the young people, it was clear that they too were anxious about the project coming to an end. Some of the young men were angry at the prospect of once again having nothing to do and nowhere to go. Other young people...had begun to talk about lobbying the council or organising a petition. Parents and local residents were also expressing concerns, and several indicated that they were willing to throw their support behind any campaign that might be needed to maintain a youth work presence in the area.

It was the knowledge of this support within the local community which led to the decision to organise a public meeting in June to discuss the various options and identify a core of supporters who would be willing to assist in lobbying for funds and support. The meeting attracted over 80 people, including some of the Somali young men. In all, over 20 young people attended, some of whom spoke passionately about what the loss of the detached project meant for them and other youths in the Bermondsey area...This kind of active support...was only possible because they had begun to develop the confidence to articulate their own needs and opinions in public. Their views were echoed by many others who attended the meeting, including the local Beat Officer who spoke eloquently about the positive impact the project had had on the incidence of youth crime in the area.

After listening to these interventions and watching a short video of the project's work, the audience (comprising of parents, residents, the local MP, community police officers, representatives of local youth and voluntary agencies and young people) split into smaller groups to weigh up the pros and cons of a number of options, as well as coming up with their own suggestions. Several ideas were generated, but by far the most popular was the proposal that a disused shop–front be located that could operate as an Advice and Drop–in Centre for young people as well as serving as a base for on–going detached work.

By the end of the meeting, it was very apparent that local people wanted the project replaced by something permanent and that they were prepared to write to the media, lobby local councillors or if necessary organise fund–raising to achieve this. Their readiness to give up their time and energy in this way was a moving testimony to their respect for the project's achievements and their on–going concern for the welfare of the young people of Bermondsey.

From BLOOD, SWEAT & TEARS: An Account of the Bede Anti–Racist Detached Youth Work Project, National Youth Agency, 1997

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1.12 SAYING YOUR GOODBYES

1 2 HOURS

By the end of this session you will have...

- thought about **how to close or adjourn your group** in a positive way

Groups and campaigns can become an important part of our lives. When they finish, it is common for people to feel a sense of loss, regret or disappointment, particularly if their involvement has required a lot of time or energy. If the work is unfinished due to external factors like the loss of funding, there may be unresolved feelings of frustration or anger. It is important to acknowledge this and to find ways of closing the group that leave people feeling valued and empowered.

There are a number of things you can do as part of a final session that will leave people with positive feelings. Which of the suggestions below are the preferred option(s) for your group?

Group exercises

1. Sitting in a circle, everyone writes their name and the statement 'WHAT I LIKED BEST ABOUT YOU WAS....' across the top of a piece of paper and places it on their chair. Moving clockwise around the circle, each person is invited to write one positive or complimentary statement about the other individuals in the circle. For example, 'what I liked best about you was...your sense of humour/the fact that you always had something positive to say/those yellow socks you always wore', and so on. Start at the bottom of the sheet and fold the paper upwards, concertina-style, so that each person's statement is covered over and cannot be read. Then move on to the next chair. When everyone has been around the circle and returned to their chair, the sheets are unfurled to reveal the list of positive things people have said about each other.

2. Alternatively, you can do this exercise verbally. However, this removes the anonymity and there may be some people who are embarrassed by the idea of giving or receiving compliments openly in this way. If necessary, you can make the exercise safer by changing the wording of the statement (e.g. 'I'd like to thank you for.../My favourite memory of you on this course is...) Place the chairs in two circles – an inner and an outer one – so that everyone is sitting facing someone else. The people in the outer circle make their statement and move one seat to the left. When they have returned to where they started, they change places with those in the inner circle and the process is repeated.

3. Turn the group's last evaluation into a creative activity that emphasises a positive aspect of their learning. Everyone concentrates on something positive about the group or its achievements and finds ways of expressing this artistically. This can be done in any number of ways – for example, by drawing a picture, making a group collage, icing a cake, writing a poem, singing a song, designing a logo or making a 'body sculpture' using people's bodies and any available furniture. Whatever the activity, it will be most effective if people are asked to work in small groups and present what they have created to the others for interpretation, mutual entertainment and positive comment.

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& Follow-up

Farewell party

A farewell party or social event is also a good way to say goodbye. If there are no funds, encourage people to bring food along to share. If the group is ethnically mixed, ask people to prepare a dish or bring along some music from their countries of origin. Make sure that someone says a formal goodbye and thanks everyone for their contribution.

Picnic in the park

At the right time of year, meeting in the local park for a big picnic with all group members and their children can be fun and cheap. Plan a few simple games in advance and, if possible, have a group kitty for the ice creams!

Out on the town

Going out on the town together can also be fun. You could book a table at a restaurant, go to a show or bowling together, or any other activity as long as it is socially and culturally acceptable to everyone. Make sure the decision about where to go is taken democratically and that people are consulted about what they can afford to spend. If necessary, find a cheaper alternative.

Media stars

If numbers permit it, have a group photograph taken. Get someone to write a short piece about your group – its aims and achievements – and send both to the local newspaper, community newsletter, parish magazine, community website, or local/community radio station. Make sure everyone gets a copy of the picture and article.

✓ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

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1.13 MOVING ON

UP TO 1 2 HOURS

By the end of this session you will have......

- thought about how you can **build on the learning and experience** you have gained
- thought about some appropriate **next steps**

Activities 1.11 and 1.12 will have helped you and your group to think about all that you have achieved and gained together as well as the tasks and issues that have yet to be completed or resolved.

It is important that you also take some time to reflect on your own, individual learning. This can be done either as part of your final session or as something that is done in your own time. You might still wish to share the results with the other group members.

Look at all the material you have gathered along the way and particularly at your **self-assessment** exercise and your **list of individual learning goals** (Activity 1.6), the **citizenship skills checklist** (Activity 1.7), and any other evaluations that you or others have done of your work.

What do these tell you about how you have grown and changed and the new things you know or can do? How does it compare with what you originally hoped to achieve?

It might be helpful if you organise your thoughts under the following headings:

- My achievements (expected and hoped for)
- My achievements (unexpected)
- Things I am still working towards
- New things I would like to know or be able to do.

Many people find that learning and becoming involved in community activity can be quite addictive – once they get started they want to keep going. Others welcome the opportunity to take a break, have a rest or turn their attention to other things. Either way, this is a good moment to think about your next move.

Remember – making progress doesn't always mean doing something different or new. It can also mean doing more of the same thing.

Follow-up

If you decide that this is the right time to take your learning a bit further, go back to the things you said you are still working towards and would like to learn. Would you add anything? Once you have a list of new learning needs or goals you can start to take action to achieve them.

There are a number of people and organisations you could approach to tell you about local opportunities to learn. For example:

- Your local authority education service, further education college or WEA (Workers' Educational Association) all employ staff who can tell you what

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programmes and courses they are offering, what support you could receive as a learner (childcare, reduced fees, help with the cost of materials, 'learning friends'/'mentors'/'buddies' and so on.) and advise you on how to choose.

- Your local careers advisory service will have specialist staff who can guide people at all stages in their planning for the future.
- Your local library will have contact addresses for all of the above and also leaflets and computer–based listings of courses and other events in your area.
- There is a national helpline called Learning Direct which offers free educational advice. Call 0800 100 900.
- If you have a job your employer or trade union might also have details of training opportunities.
- Amongst your family, friends and neighbours there may be people who have done something similar and are able to advise you about where to go and who to talk to.
- Local radio and newspapers often carry details of courses in their catchment areas, particularly during the busy enrolment periods before courses start in September and after Christmas.
- Voluntary organisations such as Homestart and the local Citizens' Advice Bureau (CAB) may carry details of courses, and you local Council for Voluntary Service (CVS) will also be able to tell you about training opportunities, particularly for volunteers.
- If there is a group of you with similar interests you could approach the local authority community education staff or the local WEA branch or member of staff and suggest that they might locate a suitable course actually within your community. They would need to know how many people are likely to join, what the subject(s) would be, where it could be held, what the costs would be, and if any other support might be needed such as childcare or transport.

Remember
If you know what you want, don't give up
Get as much support as possible along the way
Ask questions and let people know if you have difficulties
Take things forward at you own pace and in ways you can sustain
Feel proud of your achievements

✓ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

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Mary's Dream

III

I dream that we have a choice –
to travel
to have children
to have no children
to marry
to live alone

to love women
to love men
to go into politics
to sing and write
to walk alone without fear
to change the world
to show compassion and kindness without it being
assumed we should do it all for free
I dream that our choices are made from an infinite variety

V

I dream like us all
but also I think of now
the changes we can make in our lives
the heroines of today
Penny Windsor

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Module 2

WHAT IS CITIZENSHIP?

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Module 2: WHAT IS CITIZENSHIP?

A series of activities to get you thinking about different concepts of citizenship and some of their limitations and how you can put ideas into practice.

ACTIVITY	LEARNING OBJECTIVES
2.1 EXPLORING CITIZENSHIP	By the end of this session you will have... • explored your **personal views about citizenship and what it entails** • gained an overview of **the different kinds of status, actions, rights and responsibilities involved**
2.2 DEFINING CITIZENSHIP	• thought about some different **definitions of citizenship**, including your own • shared your personal definitions and **views about what citizenship involves**
2.3 VIEWS ABOUT CITIZENSHIP	• explored some **popular concepts of citizenship and what it means to different people** • thought critically about **your own and other people's opinions about citizenship**
2.4 VOLUNTEERING	By the end of this session you will have... • considered **why and how people volunteer** • thought critically about your own and other people's **experience of volunteering and how you might build on this**
2.5 GLOBAL CITIZENSHIP	• examined the **notion of 'global citizenship'** • shared your ideas about **how people can address and actively influence global concerns**
2.6 FOCUS ON HUMAN RIGHTS	• considered the **links between citizenship and human rights**

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ACTIVITY	LEARNING OBJECTIVES
2.7 FREEDOMS FOR SOME?	• explored your views about **human rights and who is entitled to them**
2.8 FIGHTING FOR HUMAN RIGHTS	• thought about **the links between nationality, human rights and active citizenship** • explored **the experience of refugees and asylum-seekers in Europe** • thought about **effective ways of responding to human rights abuses** • learned **how you can use the internet** to get news and information
2.9 RIGHTS FOR ALL?	• thought about **what human rights people should expect to enjoy** • drawn up your own **personal Human Rights Charter**
2.10 UK BILL OF RIGHTS	• explored the idea of a **UK Bill of Rights and what should be in it**

TIPS FOR GROUP LEADERS

- *Use the discussion prompts on the following pages to introduce the group to the idea of citizenship. Make sure you get it across that notions about citizenship have changed and will continue to change over time and that there are many different views of what citizenship could or should involve.*

- *Try to link ideas and theories about citizenship back to activities and organisations that are familiar to group members.*

- *Stress the importance of listening to each other's views and respecting the fact that people may have very different opinions, depending on their individual experiences of citizenship. Allow enough time for all these views to come out and make sure everyone's views are heard.*

- *Some people may have quite cynical views; others may appear idealistic. People with alternative experiences of citizenship – for example, those who have lived through a war or state of emergency or people who have experiences as immigrants or refugees – will be an invaluable resource.*

- *When moving on to discuss civil rights, try to introduce the idea of first– and second–class citizenship. Encourage members of the group to share any experiences of second–class citizenship of their own and to talk about how it feels to be denied equal rights or to receive a poor or inadequate service due to a disability, language barrier or another kind of difference.*

- *As you begin to delve into the question 'what is citizenship?' more deeply, encourage the group to think critically about the idea that citizenship is a given or universal right. Remind them that what has been achieved so far in the UK is the result of a history of community action, trade unionism and campaigning (people who have experience of these areas may have some interesting observations to make). By choosing to develop their citizenship skills, group members are building on a long tradition and working towards an ideal that many people have fought long and hard for.*

- *Having worked through this Module, people should feel encouraged to start thinking creatively about different ways of challenging, changing and contributing to the world around them – at neighbourhood, national or global levels.*

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IDEAS AND INFORMATION

What is citizenship – nationality and residence?

- Citizenship can be defined in a variety of ways, depending on the context. Generally, the term is understood to encompass nationality and right of abode in a particular country; the civic duties attached to being a citizen of a particular nation state; and the individual (civil, social and political) rights and responsibilities involved. However, **concepts of citizenship** can vary considerably from one country to another involving different rights and responsibilities, for example in relation to voting, military service and residence

- Countries have different ways of determining **entitlement to nationality**. Germany and Israel, for example, have 'blood' based definitions that mean that anyone of German or Jewish descent can claim citizenship whereas non–Germans born in Germany or non–Jews born in Israel cannot automatically do so.

- Legally, the British are subjects not citizens, unlike, for example, the Unites States or France. **The British Nationality Act 1981** defines several categories of British national who should be admitted freely unless their passport shows some form of immigration control. These include: citizens of British Dependent Territories; British Overseas citizens, and British protected persons. Those who follow the news will know that the application of these rules can be contentious, including accusations of sexual and racial discrimination in the way they are interpreted by immigration officials.

  The Act also grants the **right of abode** in the UK to several categories of people. The details are complex but very important. Whilst for most of us our nationality and right to live here is something we take for granted, for others the finer points can make a world of difference.

  Broadly speaking the right of abode includes you if (immediately before 1983 when the Act came into force) you were a citizen of the UK and Colonies due to being born, naturalised, adopted or registered in the UK; your parent (by birth or legal adoption) was a citizen of the UK; your grandparents were citizens at the time of your parents' birth or legal adoption; you had been resident for five years continuously; or you were then, or had been the wife of a man with right of abode. It will also include you if, after 1 January 1983, you were: registered or naturalised as a British citizen; you were born in the UK and one of your parents was a British citizen or lawfully settled in the UK; or you were born outside the UK when one of your parents was a British citizen otherwise than by descent. For the purposes of the Act a 'parent' includes the mother but not the father of an 'illegitimate' child.

  As a Commonwealth citizen you will have the right of abode if, immediately before 1 January 1983, your parent at the time of your birth or legal adoption was a UK citizen due to being born in the UK; or you married a man with a right of abode.

  There are also other **ways of gaining citizenship**. People have been able to come to the UK as business people or persons of independent means for over 20 years. In 1993 a new immigration category was created for major investors that came into effect in the Immigration Rules (HC395) on 1 October 1994. Broadly speaking, these people need to obtain prior entry clearance by showing that there are no general grounds for refusal due to criminal convictions, their character, conduct or associations and that they intend to bring over £1 million of their own money to the UK. They are also required to make the UK their main home but not necessarily on a permanent basis. Those who have followed the case of Mohammed Al Fayed (the owner of Harrods) will know that this particular path to UK citizenship doesn't always run smoothly.

Whilst UK inhabitants continue to be British citizens, more recently our membership of the European Union conferred an additional European citizenship to those British subjects with the right of abode and those who are British Dependent Territories citizens of Gibraltar. UK citizens can also be citizens of other countries – many countries do not allow dual nationality.

What is citizenship – rights and responsibilities?

- The **duties and rights of citizens** both in the UK and other parts of the world have evolved over time. In many cases, citizenship rights, such as the right to vote, to combine with others, and to hold public office, have been conceded only after long and sometimes bitter struggles (see 'Talking points' in Module 3). In this country, women died in the suffragette campaign to win voting rights for women, and in South Africa, ordinary people risked imprisonment and their lives in the struggle to achieve equal rights for black citizens.

- Post–war definitions of citizenship in Britain emphasised the responsibility of the newly created welfare state to look after the wellbeing of its citizens, particularly those in need. **'Social citizenship'**, as it is sometimes called, was founded on the idea of entitlement to basic social rights such as education, health care, shelter and access to justice. Whilst for many poorer, working class people in particular this introduced very significant improvements in the quality of their lives and the prospects for their children, this was not always the case for others. For example, many Irish and black immigrants (arriving from India, Africa and the Caribbean) had to fight for these entitlements, despite having contributed to Britain's war effort and holding British passports.

- The 1990s have seen a major shift of emphasis. Today, the focus is increasingly on the **State as an enabler rather than as a provider** and on the responsibility of individuals, voluntary organisations and communities to develop mutual support and services formerly provided by the State – for example, caring for the elderly and the mentally ill.

- In this shifting culture, public services and institutions (such as hospitals and schools) are now encouraged to be more accountable for their standards and to market themselves so that individual citizens can exercise 'freedom of choice' as patients or parents. This new interpretation challenges previous notions of citizenship by introducing the idea of the **citizen as an active 'customer'** of competing statutory services where performance league tables and 'Citizens Charters' are seen as a means of informing the citizen's/customer's choice. This has thrown up as yet unresolved questions about potentially conflicting entitlements, for example in cases where the decision of some patients to refuse treatment by black nurses or midwives has been argued on the basis of legitimate customer choice.

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- The shift in emphasis also places increasing stress on the role of voluntary and community action in securing the care and entitlements of marginalised groups such as survivors of mental illness and the homeless, and raises issues about the capacity of voluntary organisations to meet gaps in provision.

- Many recent gains – for example, around environmental issues and Agenda 21 ☞, or the legal right to a minimum wage – are the result of people exercising their citizenship skills by campaigning, lobbying or protesting effectively. In this context, it is vital that each one of us, as individual citizens, is **aware of the democratic process** and of our roles and entitlements. We also need to know how to go about challenging actively, both as groups and as individuals, when we believe our rights are being withdrawn or withheld, or when we want to extend them.

- 'Active citizenship' involves demonstating a commitment to action – something that goes beyond status, identity or entitlement. It suggests the active involvement of people in the issues that concern them, either individually or collectively, from neighbourhood to global level.

European citizenship

- In Europe, as in this country, **notions of citizenship** have undergone constant redefinition. For example, during the French Revolution, everyone was addressed as 'citoyen' and required to subscribe to an ideal of citizenship that was based on a belief in liberty, equality and brotherhood (liberté, égalité, fraternité). In the Soviet Union, the term 'comrade' served a similar function in that it helped to reinforce the notion of social equality among citizens based on a common belief in Communism.

- More recently, parts of Europe have been moving towards a more collective notion of European citizenship. This can be defined on several levels.

  The 1950 **European Convention on Human Rights** was drawn up as a response to the atrocities committed during the Second World War. Based on the United Nations' **Universal Declaration of Human Rights** (1948), it was an attempt to ensure that the holocaust and other human rights abuses would never be repeated. It defines and protects certain rights in all European states that have signed the Convention and related Protocols, which cover the 40 member states of the Council of Europe. These are dealt with by the European Commission on Human Rights and may be enforced through the European Court of Human Rights. Citizenship rights covered by the European Convention are listed in Activity 2.6.

  The consolidated **Treaty of European Union** (the Treaty of Rome, amended by the Maastricht and Amsterdam Treaties), which covers 15 member states, legally defines European Citizenship as follows: 'Every person holding the nationality of a Member State shall be a citizen of the Union. [This] shall complement and not replace national citizenship' (Article 17.1).

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'European Citizens' have **various rights** including: to move and reside freely within Member States (there are limitations to prevent poorer citizens from becoming a 'burden' to another state); to vote and stand as candidates in municipal and European elections (voting in national elections is not a generalised right); and to petition the European Parliament (in accordance with Article 194).

- The European Union (EU) has taken on a key role in defining and promoting a concept of European citizenship. This is reflected in the initiatives it has adopted in support of the **European Year for Active Citizenship** (1999). These include identifying a major role for the voluntary sector☜ in helping to determine Europe's social and economic needs and goals, and recognising that voluntary organisations offer vital knowledge and expertise in delivering national as well as local services.

- The EU believes that it should be possible 'to realise the potential of (European) citizenship within a system where rights and fundamental freedoms are respected and social rights are accorded to citizens and non–citizens alike*'. However, for many Europeans, this is an ideal rather than a reality.

- The UK, for example, has been slow to incorporate the principles of the Convention into British law, leaving the onus on individual citizens to take their cases to the European Court of Human Rights if they believe breaches have occurred.

- This situation is due to change. The **Human Rights Act** became law in November 1998 and will come into effect in the year 2000. It incorporates most of the articles of the European Convention on Human Rights and will enable any individual in the UK who considers him/herself to have been a victim of a human rights violation to challenge a public authority – for example, local or central government, the courts or the police – in British courts or tribunals.

- Despite moves to standardise human rights across Europe, some groups continue to be denied equal access to work, education, basic health care, security and liberty of person, and to a fair and public hearing. Refugees are a notable example and one that is causing increasing public concern, particularly around the levels of deportation of asylum–seekers back to countries where they may face death or persecution (see Activity 2.8).

Global citizenship

- Legally there is no such thing as 'global citizenship'. In practice, there is an international hierarchy of citizenship rights. If we define it in terms of access to decision–making and protection of civil and political liberties, we can identify some **broad categories of 'global citizenship'**:
  - Nationals of countries with permanent membership of the United Nations Security Council, NATO☜ and G7☜ who in principle have substantial privileges in world politics
  - Nationals of countries which belong to just one or two core western institutions such as OECD☜, NATO☜ and NAFTA☜, for example South Korea, Mexico and Turkey

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* *A Citizen's Europe*, European Commission, 1993

  - Nationals of countries which subscribe to Human Rights Conventions
  - Nationals of countries that flout Human Rights Conventions
  - Refugees, stateless people and migrants who are largely excluded from domestic and world politics.

- Within these broad categories there are significant variations in **access to civil and political rights.** Within the first, most privileged grouping, African Americans, native Americans and Catholics in Northern Ireland have in practice had fewer rights than other citizens.

  Economic inequality can also limit access to rights in otherwise privileged countries. In the second category, Basques in Spain and other minorities have felt excluded and fought for independence and separate rights. Even amongst the last category of refugees and migrants there are significant differences, for example refugees from Kosovo or the Balkans have more rights and support than those from Somalia, Angola or Eritrea.

- An alternative approach to the idea of 'global citizenship' focuses on a notion of **collective, international responsibility for the condition of the earth,** its population, and its resources. In this context OXFAM is concerned to promote a concept of 'global citizenship' which takes account of issues like the protection of the environment, sustainable development ☜ and the interests of the global community.

OXFAM defines a global citizen as someone who…

- is aware of the wider world and has a sense of their own role as a world citizen
- respects and values diversity
- has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally
- is outraged by injustice
- participates in and contributes to the community at a range of levels from the local to the global
- is willing to act to make the world a more equitable and sustainable place
- takes responsibility for their actions

Oxfam, A Curriculum for Global Citizenship,1997

Universal human rights

- The concept of universal human rights draws on many different traditions in human society. The idea of a universal moral law which overrides the laws of states ran through European political thinking for over 2000 years and in Medieval Christendom this took the form of 'natural rights' which were seen as rising from the laws of God. In Britain, the **Magna Carta** of 1215 (which is still the law of the land) asserted certain natural rights to limit the monarch's powers. In the 17th and 18th centuries political and civic rights were developed by philosophers and radical thinkers (for example, Locke, Rousseau, Kant and Paine) and by political revolutions (resulting in the **American Declaration of Independence** 1776 and **Constitution** 1789; and the **French Declaration of the Rights of Man and the Citizen** 1791).

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- Despite this, there is a strong political tradition in this country that is against the idea of 'natural' and 'inalienable rights' based on the common law principle that we are free to do whatever we want unless expressly forbidden by laws enacted by Parliament which represents the people. Consequently some poeple are opposed to a written Bill of Rights (see Activity 2.10) on the grounds that it gives (unelected) judges the power to interpret broad principles for specific circumstances, usurping the role of Parliament.

- The **Universal Declaration of Human Rights** was written in 1948. Eleanor Roosevelt played a very significant part as chair of the drafting committee. As an international committee, it was influenced by Eastern traditions that emphasised the duties which people owe to each other, by Soviet or communist concerns for economic rights, and by concepts of people's rights, self–determination and community. It was adopted as a 'common standard of achievement for all peoples' and its provisions were given legal force through two covenants which were adopted in 1966, and came into effect ten years later.

- There are other **international treaties** which cover specific areas of discrimination: economic, social and cultural rights; civil and political rights; racial discrimination; all forms of discrimination against women; torture and other forms of cruel, inhuman or degrading treatment or punishment; and the rights of children. As international treaties they are part of the law of every country which has ratified them but the means of enforcing them depends very much on the will of the states concerned.

- States are accountable to the international community for their **human rights** records through a variety of mechanisms, such as reporting, monitoring (for example by Amnesty International) and individual complaints. Unfortunately, these mechanisms are hard to access and have few powers, even when gross violations are found. The most effective methods of enforcement are at a regional level, such as the European Court of Human Rights, when they are part of domestic law, and when there is sufficient public outrage. Numerous 'prisoners of conscience' released through the work of Amnesty International supporters testify to the impact that letter–writing campaigns had on their cases.

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2.1 EXPLORING CITIZENSHIP

UP TO 1 HOUR

By the end of this session you will have...

- explored **your personal views about citizenship** and what it entails
- gained an overview of **the different kinds of status, actions, rights and responsibilities involved**

Make a list of all the different ideas that occur to you when you ask yourself the question 'What is citizenship?' using the four headings suggested below. You might find it helpful to read through some of the 'Talking points' for this Module and to start your thinking by asking the following questions.:

- Are citizenship and nationality the same thing?
- Is it important to see ourselves as 'global citizens'?
- Are all actions undertaken for a community examples of 'active citizenship'?
- Are human rights and citizenship rights different?
- What duties and responsibilities do we have as citizens?

Record your responses onto a cassette or flipchart or use the table below.

STATUS	ACTIONS	RIGHTS	RESPONSIBILITIES

Discuss your lists and decide whether you've left anything out or used words or terms that mean the same thing.

✔ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

'The idea of citizenship has deeply subversive and radical potential...'
Paul Barry Clarke

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2.2 DEFINING CITIZENSHIP

UP TO 45 MINS

By the end of this session you will have...

- thought about some **different definitions of citizenship,** including your own
- shared your personal definitions and **views about what citizenship involves**

Working on your own or with others if you prefer, try to come up with your own definition of citizenship, using no more than one or two sentences to sum up the kinds of status, range of actions, and rights and responsibilities you think are involved.

Record your thoughts, either on tape or using the form below and compare your own definition(s) of citizenship with those on the next page.

My definition of citizenship is:

Talking points

- Which of the definitions, if any, comes closest to yours?
- Which one do you like best? Can you explain why?
- Do you agree that citizenship should be bestowed only on 'full members of the community'? If so, who should/should not be included?
- What examples of active citizenship among neighbours, family and friends can you think of?
- Can people only be good citizens if they have 'shared experience and a sense of belonging'?

Follow-up

You can find out more about citizenship by contacting organisations like the *Citizenship Foundation*, the *Centre for Citizenship Learning and Action* (CCLA) or the *Council for Education in World Citizenship* (see Module 5 for contact details). If you have the use of a suitable computer, access their websites on the internet. Alternatively, type in *'citizenship'* and see what comes up (see Activity 3.6 if you want to learn more about how to use the internet to get news and other information).

✔ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

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DEFINING CITIZENSHIP

'...a citizen is one who has a share in both ruling and being ruled'

Aristotle

'...(citizenship is the) status bestowed on all those who are full members of a community...its growth is stimulated both by the struggle to win those rights and by their enjoyment when won'

T.H.Marshall, Citizenship & Social Class, 1950

'... (active citizenship is) any form of productive contribution to society. What policy makers appear to have in mind is people's capacity to take an active role in public affairs, whether through formal democratic structures... or simply through informal networks and mutual aid amongst neighbours, friends and family'.

Active Citizenship & Community Involvement, 1998

Common citizenship is forged over time, through shared experience and the 'affectio societatis' which unites individuals and gives them a sense of belonging to a collectivity

European Union, 1993

... individuals realise their potential best through a strong community based on rights and responsibilities. I have always believed that the bonds that individuals make with each other and their communities are every bit as important as the things provided for them by the State

Right Honourable Tony Blair, Prime Minister, at the Annual Conference of the NCVO (National Council for Voluntary Organisations), January 1999

Citizenship is not just a matter of possessing rights...It is also a matter of belief and behaviour (and of being) a member of a collectivity who is committed to advancing its common good

David Miller in Communitarianism and Individualism, Shiomo Avomero and Avmer de-Shalit (eds), OUP 1992

Citizenship concepts, if rich enough, have emancipatory potential and can be used to demand and to justify a rise in the standards of human life and in the very sense of what it is to be human

Paul Barry Clark, Citizenship, Pluto Press 1984

Only a welfare system that benefits most of the population will generate a common morality of citizenship

A. Giddens 'The Third Way'

BEST COPY AVAILABLE

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2.3 VIEWS ABOUT CITIZENSHIP

1 2 HOURS

By the end of this session you will have...

- explored **some popular concepts of citizenship and what it means to different people**
- thought critically about **your own and other people's opinions about citizenship**

If you were to ask people you know or see on the street what they think citizenship is, they'd probably come out with a range of opinions similar to those suggested below. Think about these views and discuss them with a partner. Do you agree with any of them? Can you say why/why not?

- *'A good citizen is someone who gets involved in their local community not just for their own benefit but for others too'*
- *'Good citizens are made, not born'*
- *'Some people aren't fit to vote'*
- *'Even though I wasn't born in this country, I've paid taxes all my working life and I'm entitled to services that meet my needs'*
- *'People get the government they deserve'*
- *'I agree with people like 'Swampy' and other road protesters– if you really want to contribute something useful, you have to be prepared to rock the boat sometimes, and even break the law'*
- *'It's all about democracy – people should be made to vote by law'*
- *'It doesn't matter who you vote for – the government always gets in'*
- *'It's about balancing rights and responsibilities'*

& Follow–up

Over the next few days, make a point of asking people you know or meet to give you their views about citizenship and what it means to them. Keep a record of what they say so that you can discuss the different opinions you've heard with others in the group. Also, keep an eye open for newspaper and magazine articles or news items on the TV or radio that cover citizenship issues and make a brief record of what is said.

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Staging a debate

You may want to use the different ideas you collect as a basis for staging a debate in which individuals or teams research and put forward the arguments for or against a particular view.

- If the debate is conducted in a fairly conventional way, a couple of people from each team will need to come forward to begin or 'open' the discussion. One person will need to 'propose' (state first) the key points in favour of the idea, before the 'opposition' person presents the key arguments against.
- You could also have someone to 'second' (back up) the first speaker with a few important additional points before a second person from the 'opposition' does the same thing for the arguments against.
- The discussion is then opened up to everyone with the expectation that people will take turns to speak 'through the chair' or when the person who is 'chairing' or managing the discussion says they can.
- At the end the main speaker from each team can comment briefly on what has been said before the chairperson or the audience gets to decide (usually by a show of hands) whose arguments were most convincing.

✓ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

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2.4 VOLUNTEERING

By the end of this session you will have...
- considered **why and how people volunteer**
- thought critically about your own and other people's **experience of volunteering and how you might build on this**

For many people, volunteering to help others or to support their community is a way of becoming more active citizens. Think about the people in your community who...

- help older people with their weekly shopping
- work as volunteer literacy tutors
- co–ordinate the neighbourhood watch
- staff local charity shops
- act as guide or scout leaders
- are members of the local Women's Institute
- make meals for homeless shelters
- give their time as hospital visitors
- campaign for prisoners of conscience
- work for animal/bird welfare
- act as mentors or listeners
- support people recovering from mental illness
- train youth football teams
- support Tenants' Associations
- work with survivors of domestic violence
- clean out canals and clear derelict land
- offer respite care for dependant relatives
- work as local volunteers for large voluntary organisations like RELATE, MIND, NCH, BARNARDOS SAMARITANS, and a host of other local, national and even international voluntary organisations.

Working with another person, list any formal or informal voluntary activities that either of you has been involved in. Think about what you have contributed (time, energy, ideas, expertise, money, enthusiasm...) and what you have gained (skills, friends, a sense of purpose, qualifications, pleasure...). Make a record under both headings – the **volunteering checklist** (see p78) supplied may help you.

Now broaden your thinking to include people you may know who are involved in some form of volunteering and either listen to or read the information given in the sheet **Who volunteers?** (p77).

It is important to remember that not all unpaid work for the benefit of the community is thought of as volunteering. Community activists, trade unionists, environmentalists, and anti–road campaigners are all working freely as 'active citizens' to change the world and they would not necessarily be described as volunteers. Community groups and the community sector☞ are seen as having areas of common interest with voluntary organisations but also distinct and different priorities and ways of working.

Talking points

- If you have been a volunteer in the past, is there a pattern to your involvement?
- At what times in your life have you been most active or involved in volunteering?
- What do you think encourages or discourages people to volunteer?
- Does your experience mirror any of the details in the information sheet?
- What have others told you about their experiences of volunteering?
- What would help you to be a more active volunteer?
- What kind of voluntary work would interest you?
- What would your next steps be and where might you get support?
- Make a plan of action for yourself with the help of the person you are working with.

Follow-up

Between now and the next session, look out for any leaflets, TV or radio programmes, items in newspapers and magazines articles which refer to voluntary or community action and come prepared to talk about them with others in the group the next time you meet.

Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.

> "The work of voluntary and community organisations is central to the Government's mission to make this the Giving Age. They enable individuals to contribute to the development of their communities. By so doing, they promote citizenship, help to re–establish a sense of community and make a crucial contribution to our shared aim of a just and inclusive society."
>
> Tony Blair, Prime Minister, *Compact on Relations between Government and the Voluntary and Community Sector in England*, 1998

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Who volunteers?*

Volunteering tends to attract us most when we are middle–aged and then reduce after we retire. Although there has been a noticeable rise in volunteering amongst older people over the past ten years, the number of young people involved and the amount of time younger people give to volunteering activities is markedly down.

Those who are better off are almost twice as likely to take part in some form of formal voluntary activity, although informal voluntary work attracts people from all walks of life. Those in paid work are more likely to volunteer and there has been a big fall in volunteering amongst unemployed people since 1991.

People tend to volunteer in areas such as sports, education, religion, health and social welfare. However, different people are attracted to different activities. Women are three times more likely than men to volunteer in schools and to support social welfare groups. Women also tend to do the fund raising. Men, are twice as likely to work with sports groups and are generally more active as committee members.

People are attracted to different volunteering activities at different ages...

- *when we are young, we tend to choose sports*
- *between 35 and 44 we tend to focus on education*
- *between the ages of 45 and 54, we tend to opt for religious and social welfare activities*
- *by the time we reach 55 and over, we are more likely to be attracted to volunteering activities that are based on hobbies, religious interests and the arts.*

Why do people volunteer?
Research shows a mixture of motives for volunteering. People do it because of...

- *the enjoyment they get*
- *the satisfaction of achieving results*
- *the opportunities for meeting people*
- *the sense of achievement they gain.*

For young people, however, motivations include

- *a stronger link with learning new skills*
- *getting a qualification or work experience*
- *achieving or defining a positive role in the community.*

The voluntary organisations that earn the strongest loyalty from their members have tended to be those which offer education and training opportunities.

People volunteer for all kinds of reasons – because...

- *they were invited*
- *of the help they received from someone else*
- *family or friends are involved*
- *it will help them develop their skills*
- *the work can be done from home*
- *it leads to a qualification.*

Some of the main things that discourage people from volunteering are:

- *if the activity is poorly organised*
- *if they are asked to do too much*
- *if something seems too boring*
- *if it is going to cost too much*
- *if they feel unwanted, unappreciated or out of place.*

---

* From The 1997 National Survey of Volunteering Research Bulletin (Institute for Volunteering Research)

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VOLUNTEERING CHECKLIST:

WHAT VOLUNTEERS CAN CONTRIBUTE	WHAT VOLUNTEERS CAN GAIN

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2.5 GLOBAL CITIZENSHIP

UP TO 45 MINS

By the end of this session, you will have...

- examined **the notion of 'global citizenship'**
- shared your ideas about **how people can address and actively influence global concerns**

Think about Oxfam's views of 'global citizenship' (see **Ideas and information**, p68). Can you list some of the ways individuals and their communities might demonstrate an active commitment to 'global citizenship'? Record your ideas – onto cassette, the chart below, or onto a flipchart.

What could people do to demonstrate their...

...awareness of the wider world and sense of their own role as a world citizen?

...understanding of how the world works economically, politically, socially, culturally, technologically and environmentally?

...outrage at injustice?

...respect for and ability to value diversity?

...willingness to participate in and contribute to the community at a range of levels, from the local to the global?

...willingness to act to make the world a more equitable and sustainable place?

...readiness to take responsibility for their actions?

Compare your ideas with the suggestions in **Global citizenship: a checklist** (pp80–82)

Talking points

- What prevents people from doing some of the things you've suggested?
- Do you know anyone who is active around global or human rights issues?
- If so, what kind of activities are they involved in?
- Do you think they make a difference?

✓ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

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GLOBAL CITIZENSHIP: A CHECKLIST

What people can do to demonstrate their...	
...awareness of the wider world and sense of their own role as a world citizen?	• Read the international section of the newspaper or follow TV/ radio news • Find out about your town or authority's twinning links with other countries • Use the internet to keep abreast of world news and international events
...understanding of how the world works economically, politically, socially, culturally, technologically and environmentally?	• Go to the library and read some back issues of *New Internationalist* – especially the ones that explore global themes • Join a relevant adult or community education class – or request one • Contact 'Friends of the Earth' and/or 'Greenpeace' or access their website on the internet for information about membership and local groups • Contact other national interest groups or local community groups and find out more about their work • Join a relevant local environmental group – or find other ways of supporting their activities
....outrage at injustice?	• Contact 'Amnesty International', 'Liberty', 'Index against Censorship' or access their website for information about membership and local groups • Write letters of protest to MPs, local and national newspapers, radio and the TV • Lobby your MP and demand that s/he takes up your concerns • Organise or take part in a demonstration or public meeting to draw attention to the injustice • Organise a street stall • Use street theatre, music, and dance to draw attention to your cause – think imaginatively • Contact BBC/ITV duty officers if you object to their presentation of an issue

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What people can do to demonstrate their…

…respect for and ability to value diversity?	• Attend a multi- or different faith service or festival • Speak to neighbours, colleagues and others you meet who are from different cultures to your own • Read books, listen to music and/or watch films from other countries • Visit the Museum of Mankind • Access the *Diversity University* website • If you have children, talk to them – they may know more than you do!
…willingness to participate in and contribute to the community at a range of levels, from the local to the global?	• Find out more about your local council's priorities, services and campaigns – access their website • In particular, find out about 'Agenda 21'☜* and what you could do to support this initiative locally • Contact voluntary and community organisations that take up the (local/global) issues that most concern you or access their website to find out how you can actively support their work
…willingness to act to make the world a more equitable and sustainable place?	• Vote for parties and policies that are committed to a more equitable and sustainable world • Only buy goods from or invest in companies that have robust ethical policies – ask them and tell them your response to their position • Find out what companies your bank, pension scheme or building society invests in – and where necessary, register your protest/approval • Buy 'fair trade' products and avoid those that rely on child labour, environmental abuse etc. • Try to think globally by asking yourself 'if I buy/support/do this, who will benefit?'

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What people can do to demonstrate their...

...readiness to take responsibility for their actions?

- Recycle your newspapers, plastic, aluminium cans and other household/office/industrial waste
- Resist the 'throw-away' society by donating your old PC and giving your unwanted clothes etc. to charity shops or other causes
- Contact your electricity, gas and water suppliers to find out how you can save water and energy
- Buy recycled goods
- Cycle or use public transport whenever you can

A Green Song
to sing at the bottle-bank

One green bottle,
Drop it in the bank.
Ten green bottles,
What a lot we drank.
Heaps of bottles
And yesterday's a blank
But we'll save the planet,
Tinkle, tinkle, clank!

We've got bottles–
Nice percussive trash.
Bags of bottles
Cleaned us out of cash.
Empty bottles,
We love to hear them smash
And we'll save the planet,
Tinkle, tinkle, crash!
Wendy Cope

2.6 FOCUS ON HUMAN RIGHTS

UP TO 1 HOUR

By the end of this session you will have...

- considered **the links between citizenship and human rights**

Our different concepts of citizenship rights are likely to be based on our notions of human rights. As individuals, our idea of human rights may be influenced by our faith (if we have one), our social and political perspectives, our experiences of life and our knowledge of various Human Rights Charters and Declarations (see below). Some of these were written over a century ago, as is evident from the language used (for example, using 'men' to mean 'men and women') as well as some of the ideas conveyed in them.

Read or listen to the section on 'Universal Human Rights' in the **Ideas and information** (pp68-69) and then to the summaries of the three different Human Rights Charters given below. Such declarations help to define our own ideals and provide common boundaries against which to judge the actions of individuals and governments.

Think about what these three summaries have to say. For example:

- Do you notice any similarities or differences?
- Are there any amendments or additions you'd like to see?
- Which, if any, do you like best? Can you say why?

Share your responses with a partner and then with the whole group.

European Convention on Human Rights

All people, without discrimination, shall be allowed:

1. *The protection of their life by law*
2. *Freedom from slavery and the right to liberty and security of person*
3. *Right to a fair trial within reasonable time by an independent and impartial court*
4. *No prosecution under retrospective criminal legislation*
5. *Right to respect for private and family life, including one's home and correspondence*
6. *Freedom of thought, conscience, religion, expression and opinion*
7. *Freedom of peaceful assembly and association, including the right to form and belong to a trade union*
8. *Right to marry and have a family*
9. *Freedom from torture or inhuman or degrading treatment or punishment*
10. *No discrimination in the enjoyment of these rights and freedoms on account of sex, race, colour, language, religion, political or other opinions, nationality or social origin, association with a national minority, property, birth or other status*

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South African Freedom Charter

We, the people of South Africa, declare for all our country and the world that South Africa belongs to those who live in it, black and white, and that no government can justly claim authority unless it is based on the will of the people; that our country will never be prosperous or free until all our people live in brotherhood, enjoying Equal Rights and Opportunities; that only a democratic state based on the will of all the people can secure all their basic rights without distinction of colour, race, sex or belief. And therefore we the people of South Africa, black and white together, adopt this freedom charter and pledge ourselves to strive together, sparing neither strength nor courage, until the democratic changes here set out have been won:

1. *The people shall govern*
2. *All national groups shall have Equal Rights*
3. *The people shall share in the country's wealth*
4. *The land shall be shared among those who work it*
5. *All shall be equal before the law*
6. *All shall enjoy equal human rights*
7. *There shall be work and security*
8. *The doors of learning and culture shall be opened*
9. *There shall be houses, security and comfort*
10. *There shall be peace and friendship*

Let all those who love their country now say as we say here: these freedoms we will fight for side by side throughout our lives until we have won our liberty.

The USA Bill of Rights

1. *Freedom of religion, speech, the press; the right to assemble peaceably and to petition the government for redress of grievances*
2. *The right to bear arms*
3. *The government does not have the right to billet soldiers without the consent of the owner of the house*
4. *The right to be secure in their person, house, papers and effects against unreasonable searches without warrant*
5. *The right to silence*
6. *The right to be tried by jury, to know the nature of the accusation, to be confronted by witnesses and to have the assistance of counsel*
7. *Freedom from excessive bail or fines and cruel or unusual punishments*
8. *Freedom from slavery*
9. *All persons born in the United States or naturalised are subjects to its jurisdiction and citizens thereof*
10. *The right to vote – regardless of race, sex or failure to pay a tax*

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Follow-up

Show the three summaries to your family or friends and seek their views on the most important features. Do they agree with all the points? If not, which elements would they remove or change and why? Do they think that charters are a good idea?

Record their responses and then order and summarise these in preparation for a brief report back to the group at the next session. Aim for about five minutes. It might help you to organise your report under the following headings:

- overall response to each charter including their best points
- any important differences between the charters
- suggested changes
- are charters a good idea or not?

✓ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

> 'The one condition necessary for the triumph of evil is that good men do nothing...'
>
> Edmund Burke

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2.7 FREEDOMS FOR SOME?

UP TO 1 HOUR

By the end of this session you will have...
- explored your views about **human rights and who is entitled to them**

Some people who live in Britain today are still denied basic rights and freedoms. Others who have these rights and freedoms may not always exercise them responsibly.

The report on the following page provides an example of a couple whose right to live with whom they choose is being challenged daily by their neighbours. Read it through together and discuss your initial reactions. Does it surprise, anger or shock you? Do you know of other similar cases?

If you watch the TV, listen to the radio or look through this week's national and local papers, you should be able to provide more examples of your own. As a guide, look for cases of people who are homeless, in prison, elderly, travellers, asylum-seekers, disabled or from other minority groups who have been denied their human rights in some way, perhaps by their neighbours, the police, the health or social services, their local authority or the government.

Talking points

- Do the different reports you've found have anything in common?
- What role have individuals or groups played in bringing these events to the public's attention?
- How can public institutions be made more accountable for their decisions and actions?
- How would you go about highlighting any one of the individual cases you've discussed? What would you do as an individual or working with others?

Make sure that someone in your group records the main ideas from your discussions as you go along and that someone reads and summarises these for the whole group at the end.

When you have discussed the reports, spend some time with a partner thinking about human rights and who is entitled to them. Compare your answers with those from other group members. Remember to think about people with unpopular views, hidden disabilities or other undisclosed differences.

Talking points

- Which groups of people living in Britain today are included and excluded from the freedoms outlined in the checklist **Freedoms for some** (see p88)?
- Are there any good reasons for denying some individuals or groups certain rights?

Record your answers either onto cassette, using the Checklist provided, or onto a flipchart.

✓ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

SHOT AT, BOMBED, ABUSED: LIFE FOR ONE COUPLE IN RACIST BRITAIN

Michael Gillard and Melissa Jones

There is a place in Britain where Jack Straw's beacon on racial equality does not shine. It is a place where the appalling mistakes, insensitivity and institutional racism of the police investigation into Stephen Lawrence's death have been repeated for the last eight years. It is a place where violent racist attacks on a mixed race couple are repeated with chilling regularity by a group of council tenants and their racist friends.

The couple have been the victims of more than 2,000 racist attacks, many orchestrated by five core criminal families well known to the police and Labour-run local council.

These attacks include two shooting incidents by an unknown gunman, stonings and death threats. But the most deplorable assaults have been the six firebombings of their property while the couple were inside.

The place is Ryelands estate in the historic city of Lancaster. Here all the recommendations made in Sir William Macpherson's damning report – on police handling of the 1993 killing of the black teenager Stephen Lawrence – are relevant and many of the mistakes in the bungled Lawrence murder inquiry apparent.

Mal Hussein and Linda Livingstone invested their joint savings in 1991 into a small grocery store with an upstairs flat located in the heart of the estate. Since then, the daily racist abuse has turned them into psychologically scarred prisoners of an intolerable situation and broken relationship. What has been allowed to happen to them in Ryelands shames the Lancaster police, the Labour-run local council and the nation, their supporters say.

The chief constable of Lancashire police, Pauline Clare, yesterday ordered an internal inquiry into allegations that officers failed to properly investigate the eight-year race–hate campaign against the couple.

"This was a new beginning for me and Linda. We had both left Northampton to begin work and live at the minimarket," Mal said. "Unfortunately the hopes we held for our new venture faded and turned into a nightmare which will stay with us for the rest of our lives." During the past eight years he has received trauma counselling and medication. His doctor tells him his depression and insomnia will not improve until he leaves Ryelands.

There are 450 two-storey houses on Ryelands. The council describes it as the 'worst estate in Lancaster' in terms of male unemployment. But it is the stranglehold of fear and intimidation by five extended criminal families that is the cause of the problem. There is a "no grassing" rule on Ryelands and police efforts to establish a neighbourhood watch scheme have resulted in families being driven away.

Trouble began for Mal and Linda within a week of arrival. Two residents, one of whom identified himself as the King of Ryelands while the other played with a knife, demanded extortion money. Mal refused and reported the incident to the police who, he says, took no action because there were no witness.

Their property was vandalised day and night for the next two weeks."We would wake up to see the whole place daubed with racist graffiti," said Mal. "Things like 'Burn the Paki!' 'Black grass!' Burn Saddam Hussein!' 'Mal is a black bastard!' The police were called on each occasion but they took no statement from us, they left without taking and further action. We were also subject to a torrent of racist abuse on a daily basis."

From: The Guardian, 2.3.99

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FREEDOMS FOR SOME: A CHECKLIST

	Who's included?	Who's excluded?
Freedom to...		
• Travel within this country		
• Travel outside this country		
• Practise the religion of their choice		
• Hold the opinions of their choice		
• Live with or marry anyone they choose to		
• Associate or assemble peacefully with whomever they like		
• Teach or promote their ideas		
• Receive information		
• Receive a fair trial		
Freedom from...		
• Slavery or compulsory labour		
• Fear of persecution		
• Child labour		
• Torture, degrading treatment or punishment		
• Unfair discrimination		
• Political censorship		
• Censorship of mail or phone tapping		
• State or police harassment		

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There are words like 'freedom'
Sweet and wonderful to say
On my heart-strings freedom sings
All day every day

There are words like 'liberty'
That almost make me cry
If you had known what I knew
You would know why

Langston Hughes, African American poet [1902–1967]

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2.8 FIGHTING FOR HUMAN RIGHTS

UP TO 1 HOUR 30 MINS

By the end of this session you will have...

- thought about **the links between nationality, human rights and active citizenship**
- explored **the experience of refugees and asylum-seekers in Europe**
- thought about **effective ways of responding to human rights abuses**
- learned **how you can use the internet** to get news and information

The previous activity (2.7) focused attention on the ways in which human rights can be experienced differently by diverse groups of people within society. As active and concerned citizens we can draw attention to abuses of these rights and take action to redress inequalities.

The following report highlights an increasingly controversial issue both in this country and elsewhere in Europe. It is a good example of an area where possible abuses of human rights – in the treatment of asylum-seekers – is attracting growing public concern.

Read or listen to the following newspaper report and, as a group, discuss its main points. You may also want to consider the implications of the ruling of the Court of Appeal.

Judges open door to refugees spurned by France and Germany

By Ian Burrell Home Affairs Correspondent

Britain will have to accept thousand more asylum-seekers, following a Court of Appeal ruling yesterday. The judgement represents an embarrassing defeat for Jack Straw, the Home Secretary, who was found to have acted unlawfully in ordering that three asylum-seekers be sent back to France and Germany.

The two countries do not recognise persecution by non-governmental forces, and therefore refuse asylum to individuals claiming to have been persecuted in their home countries by groups such as neo-Nazis, guerrillas, or fundamentalists.

Three senior Court of Appeal judges, headed by Lord Woolf, the Master of the Rolls, found that neither country could be regarded as safe for refugees who face persecution in their own countries from forces other than the sate. The judges said Britain was consequently obliged to consider their asylum applications.

Britain had previously relied on the Dublin Convention that people applying for asylum within the European Union should have their application heard in the first member state in which they set foot.

The Court of Appeal ruling was described as 'very important' by Anne Owers, director of Justice, the human rights organisation. She said the Government would have to review its Immigration and Asylum Bill, which is based on the assumption that other EU states are safe destinations for asylum-seekers, even though those states may have a harsher interpretation of the United Nations convention on refugees.

Although Mr Straw agreed in June this year to reconsider the applications of all three, the appeal case went ahead to clarify the law. There are at least 200 other asylum-seekers in a similar position and the ruling could be significant for thousands more who come to Britain from France, Germany or Austria, which has a similar interpretation of the refugee convention.

The Court of Appeal ruling was based on the cases of a Sri Lankan Tamil who fears persecution by the Tamil Tigers, a Somalian in fear of a local militia leader, and an Algerian who said that Islamic fundamentalists had threatened to kill him.

The Home Secretary is expected to appeal to the House of Lords.

From: The Independent 24.7.99

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Talking points

- What does the report tell us about the different ways in which countries treat asylum seekers?
- What do you think of these different approaches?
- What was the thinking behind the Court of Appeal ruling?
- Do you think it is justified/should have happened?
- What do you feel about the implications of the ruling for asylum seekers, this country, and other European countries?

Record and summarise your main points.

Now look at the article 'Solidarity Across Frontiers' which deals with the same broad issue and includes some information about anti–deportation Campaigns. It is taken from CARF, the journal produced by the Campaign against Racism and Fascism. Read or listen to the article and share your feelings and initial reactions.

SOLIDARITY ACROSS FRONTIERS

Belgium's shame

Belgian interior minister Louis Tobback has been forced to resign after the death of a 20–year–old Nigerian asylum–seeker, Semira Adamu. Eleven police officers attempted to bundle Semira, handcuffed and in leg irons, onto a Sabena flight bound for Togo. Horrified passengers remonstrated with the captain. The police response was to silence Semira's screams by placing a cushion over her face. She went into a coma and died several hours later, having suffered a cerebral haemorrhage and cardiac arrest.

Three days of protests throughout Belgium, including a candlelit vigil outside Tobback's home and demonstrations in schools and universities, followed the young woman's tragic death which also sparked protests in France, Holland and Germany. Combined European protests on 4 October drew attention to the Collectif Contre les Expulsions (CCE) demand for an independent autopsy into the cause of Semira Adamu's death, which the authorities describe as 'an accident'.

The case of Semira Adamu had become a rallying point for Belgium's fast–growing grassroots movement against deportations. Just three days before her death, she featured in a TV documentary broadcast nationally. There had been five previous aborted attempts to deport Adamu, who feared a forced marriage to a 65–year–old polygamist if returned to Nigeria. On 14 July, protesters from CCE gathered at the 127 bis detention centre near Zaventem after the fifth failed attempt to deport her. In the charged atmosphere, some managed to cut through the wire fence surrounding the compound. **Twenty–nine detainees escaped in the disturbances that followed. CCE rejects the accusation that they are to blame. 'Prison warders over–reacted and went on the rampage, beating up detainees including women and children. Prisoners weren't going to be intimidated and fought back, blocking the doors to their cells,' says CCE. 'They smashed a window and some dozens of refugees managed to jump through'.**

French target ports

One tactic of the French Sans–Papiers Movement has been to protest at airports, persuading passengers not to board flights which include deportees. The campaign took one step forward when Air France and Air Afrique announced a 'total embargo' on the use of its airlines to carry out expulsions to Mali. But the Belgian airline Sabena...offered to carry out the expulsions instead.

Another advance for the campaigners came when the (French) government agreed to set up an inter–ministry commission on double jeopardy after a 50–day hunger strike in Lyon by eight young north Africans threatened with deportation after serving prison sentences. In solidarity, over 100 people occupied the office of the Corse Mediterranee company, whose ships are used to deport North Africans. In Marseilles, too, anti–deportation campaigners have protested at seaports as former cruise lines are used for deportations to Algeria.

Other examples of direct action and solidarity measures...include: a hunger strike at Austria's Bludenz detention centre, church occupations in Paris, Nanterre, Creteil, Argenteuil. The Caravan

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for the Rights of Refugees currently touring German cities protests in Sweden against the deportation of Bosnian Croats and Somalis.

European governments are responding by attacking those who uphold human rights. Seven CCE members were charged after the 127 bis breakout with 'aiding illegals'. Bremen's interior minister has described members of the Caravan for the Rights of Refugees as 'hooligans hostile to the system'...and in France campaigners were furious when the Socialists introduced a 'crime of solidarity' into the latest immigration law which allows for the prosecution of those...who aid illegals.

From: CARF, no. 46 Oct/Nov 1998

Talking points

- What are the main issues raised by this article?
- Do you agree or disagree with the CCE's tactics in Belgium? And those of Sans Frontiers in France? Can you say why?
- In what other ways can we campaign on behalf of deportees?
- Can you think of other human rights abuses by governments and how people can highlight and campaign against them?

Follow-up

What do you know about the organisations that are already involved in opposing human rights abuses and their campaigning methods? Before the next meeting, try to get some information from one of the organisations you have identified – for example, Amnesty International – and prepare a short report about their activities. Bring the information to the next session and report back to the rest of the group.

USING THE INTERNET

If you have access to the internet, use it! Website pages provide you with a wealth of information and ideas to follow up. Amnesty International UK's website, for example, would give you the following options:

Site map: An overview of everything that's available – just click on the option you want.

News: latest news from Amnesty, including the most up-to-date information and an index of Amnesty press releases allowing users to search by subject or geographical region for the information they need.

Action: this page provides information about getting involved in Amnesty's campaigns, including information about prisoners of conscience and victims of human rights abuses on whose behalf you can write letters of appeal. It also provides information and educational materials for teachers, medical workers, students and others.

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About Amnesty: this will tell you where to find your nearest Amnesty group or office. You can also learn more about Amnesty's mandate (what it was set up to do) and the organisation's history.

Library: if you are looking for reports on human rights abuses in different parts of the world, you can use the on–line search facility which allows you to use your own criteria to look for what you want. There is also a catalogue of the Amnesty publications, which you can purchase, on–line.

AI's website is an excellent example of a well–organised and accessible site. There are many others you could look at, if you have the time. Just type in the name of the organisation and if it has a web page, the search engine should find it for you. Module 5 has a number of addresses for interesting and useful websites you might like to explore. Activity 3.6 will also give you more ideas.

✓ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

'There are two types of non–citizens: those who have been exiled and those that have never been admitted…'
Sarah Benton

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2.9 RIGHTS FOR ALL?

UP TO 1 HOUR

By the end of this session you will have...
- thought about what **human rights we should expect** to enjoy
- drawn up your own **personal Human Rights Charter**

Have a go at drawing up your personal Human Rights Charter. Decide whether it should include references to the following. What would you add or remove? Think carefully about your reasons.

- Justice
- Equality
- Dignity
- Health and Safety
- Freedom of movement
- Freedom of speech
- Truth/accurate information
- Economic survival
- Freedom from fear
- Freedom from discrimination
- Freedom from exploitation

Make a record of your ideas – either on cassette or using the **Human Rights Charter** form supplied (see p96). When you have finished your Charter, give some thought to the following questions. You might find it easier to discuss your ideas with one or two others before sharing them with the rest of the group.

Talking points

- How would you go about publicising your charter? Who would need to know about it?
- How would you know if it's having any effect?
- What do you think should happen to governments who do not keep to your charter? What sanctions or other forms of persuasion could be used?
- What do you think should happen to individuals who do not keep to it? Are there alternatives to imprisonment? Is the death penalty an option?
- If you felt that your human or civil rights – or those of a close friend – had been violated in some way, what steps could you take to challenge the law or gain compensation? How would you go about the task of taking the case to the highest court, which in Britain's case would be the European Court of Human Justice*? Use the questions below to structure your ideas:

PURSUING YOUR INDIVIDUAL RIGHTS
- Who would you approach first?
- What evidence do you think you would need to produce?
- What would you set out to achieve? For example, would you want to challenge the law? to gain compensation? or to gain publicity?

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* This situation will change when the Human Rights Bill becomes law in the year 2000, making it possible to challenge human rights abuses in British courts.

- **What personal risks would be involved?**
- **What would you or your friend hope to achieve for others by winning the case?**

Follow-up

Between now and the next session, look out for any leaflets, TV or radio programmes, items in newspapers and magazines articles which refer to human rights issues and come prepared to talk about them with others in the group next time you meet. Alternatively, look for reports about individuals who have taken their cases to an appeal, a tribunal or the European Court of Human Rights and try to find out how successful they were and what their actions achieved.

Remember to make a few notes summarising the main points you want to make. Aim for five minutes and bring along examples, if you can, of the articles or reports that you are going to refer to.

✓ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

'Nothing is harder and nothing demands more character than to find oneself in open opposition to one's times and to be able to say a loud 'NO!''

Tucholsky

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Human Rights Charter

Justice

Equality

Dignity

Health and Safety

Freedom of movement

Freedom of speech

Truth/accurate information

Economic survival

Freedom from fear

Freedom from discrimination

Freedom from exploitation

Other rights I'd like to see included

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2.10 UK BILL OF RIGHTS

UP TO 45 MINS

By the end of this session you will have...

- explored the idea of a **UK Bill of Rights and what should be in it**

In Britain, there are growing numbers of people who support the idea of a UK Bill of Rights. CHARTER 88, a voluntary organisation that is campaigning for this, have called for a new constitutional settlement which would...

- Enshrine, by means of a Bill of Rights, such civil liberties as the right to
  - peaceful assembly
  - freedom of association
  - freedom from discrimination
  - freedom from detention without trial
  - trial by jury
  - privacy
  - freedom of expression.
- Subject executive powers and prerogatives to the rule of law
- Establish freedom of information and open government
- Create a fair electoral system of proportional representation
- Reform the Upper House (House of Lords) to establish a democratic, non-hereditary second chamber
- Place the executive under the power of a democratically-renewed Parliament and all agencies of the state under the rule of law
- Ensure the independence of a reformed judiciary
- Provide legal remedies for all abuses of power by the state and the officials of central and local government
- Draw up a written constitution, anchored in the idea of universal citizenship, that incorporates these reforms

Go back to the **Ideas and information** section for this Module (pp64–69) and then, either on your own or with a few others, think about the idea of a UK Bill of Rights.

Talking points

- Do you believe that Britain would benefit from a Bill of Rights?
- What are the arguments for and against such a measure?
- Are you satisfied with the ideas put forward by Charter 88?
- How do they compare with the ideas in the American Bill of Rights? (see Activity 2.6)

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- What should a Bill of Rights for Britain cover?
- Should it include different rights for Scotland and Wales in view of their separate constitutional arrangements?

Working either on your own or in a small group have a go at drafting your own Bill of Rights for Britain. Record your ideas to share with the whole group using either a cassette, a flipchart or the **UK Bill of Rights form** supplied (p99).

Follow-up

Once your group has agreed on its Bill(s) consider the following actions:

- send a copy to Charter 88 for their comment and at the same time access their website (see Module 5 for details) to get more information about their work
- send a copy to your local Member of Parliament for comment on both the general principle of a Bill of Rights and on your particular ideas
- send a copy to your local/community radio station and suggest they produce a feature or phone–in on the idea of a Bill of Rights for the UK. Perhaps some of the group could make a contribution?

✓ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

'First they came for the Jews
And I did not speak out
Because I was not a Jew

Then they came for the communists
And I did not speak out
Because I was not a communist

Then they came for the trade unionists
And I did not speak out
Because I was not a trade unionist

Then they came for me –
And there was no one left to speak out for me...'

Pastor Niemoeller (Victim of the Nazis)

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UK BILL OF RIGHTS

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Module 3

WHAT IS DEMOCRACY?

Module 3: WHAT IS DEMOCRACY?

A series of activities to get you thinking about the democratic process and how it's meant to work...

ACTIVITY	LEARNING OBJECTIVES
3.1 WHAT IS DEMOCRACY?	By the end of this session you will have... • explored **different definitions of democracy** and compared them with your own • considered the methods and principles involved when **conducting and/or participating in a vote**
3.2 EXPERIENCES OF DEMOCRACY	By the end of this session you will have... • explored your own and other **people's experiences of democracy** • looked at a case study that shows what can happen **when people's democratic rights are denied**
3.3 DEMOCRACY IN ACTION	By the end of this session you will have... • had an opportunity to **observe and discuss democracy in action** • **increased your understanding of the democratic process** and addressed some of the questions you may have about it
3.4 HOW LAWS ARE MADE	By the end of this session you will have... • spent some time thinking about **how laws are made in the UK** • increased your understanding of the various **stages a bill must go through in order to become law**
3.5 WHO IS ACCOUNTABLE?	By the end of this session you will have... • explored the issue of **democratic accountability** • identified by name the **key people** who represent and are therefore accountable to you • considered the **issue of accountability** from a number of different angles

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ACTIVITY	LEARNING OBJECTIVES
3.6 USING INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)	By the end of this session you will have… • discussed **how ICT can be used to develop citizenship skills** • explored some of the **different approaches involved** and how to employ them effectively
3.7 THE ART OF LOBBYING	By the end of this session you will have… • discussed **what lobbying entails** • thought about some **different lobbying tactics** and how to employ them effectively
3.8 PARENT POWER	By the end of this session you will have… • discussed an **example of successful lobbying** by a group of local parents • thought about **how to write a letter to an MP** that makes a convincing case
3.9 LESSONS FROM A NATIONAL CAMPAIGN Case Study: 'Transport 2000'	By the end of this session you will have… • using a case study, discussed some of the different **methods used in a national campaign** • thought about how these might be **transferable to a local situation**
3.10 SUCCESSFUL CAMPAIGNING	By the end of this session you will have… • identified the **different strategies and tactics involved in successful campaigning** at both a national and local level • thought about **what they would involve** in practice

TIPS FOR GROUP LEADERS

- *Use the points listed in* **Ideas and Information** *to introduce the group to the notion of democracy. Try to convey that it is still an ideal rather than a reality, even in countries like Britain that are often seen as fully-fledged democracies.*

- *Encourage people to think critically about the advantages and disadvantages of democracy. Try to extend the discussion beyond the UK to think about how other countries manage their affairs and to take into account the extent to which our own major institutions and even our own government are truly democratic and representative of all the people.*

- *Some people will believe strongly in democracy and our democratic structures and will already play an active part as voters, campaigners for political parties, as parish or local councillors or in some other capacity. It is important to explore and validate these experiences and to draw on them when working through the activities in this module. Encourage people to talk about why they believe in democracy or feel motivated to defend it.*

- *Some group members may have experience of living or working under undemocratic circumstances, for example, in a one-party state, a large corporation, under a state of emergency or in a situation where they felt their democratic rights were denied or restricted in some way. Create opportunities for these to be shared within the group.*

- *Others will be sceptical about democracy or our democratic structures and have doubts about their ability to influence either local or national government. Allow enough time for them to air their views. It is important that they don't go away thinking they can only be 'active' citizens if they believe wholeheartedly in the current arrangements. Encourage people to think of how the system could be improved and also of campaigns that have worked well outside or additional to the democratic process (peace campaigns, anti-apartheid movement, environmental issues).*

- *By placing your discussions about democracy in a critical context, people should be encouraged to think creatively about ways of bringing about change. The examples given in the following Activities include writing to MPs, volunteering time or skills, using Information & Communications Technology (ICT), or actively lobbying Parliament to support changes in the laws governing transport issues. The final two activities (3.9 and 3.10) explore the role that national campaigns can play in promoting and preserving democracy and the different strategies that can be used.*

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IDEAS AND INFORMATION

What is democracy?

Greek democracy

- The term democracy comes from two Greek words – *kratos* (rule) and *demos* (by the people). The main features of the democracy developed and practised in the Greek city-states over 2,000 years ago aroused controversy at the time and continue to do so today, confirming that the question *'What is democracy?'* has no easy answers.

- The Greek democracies had a number of features. Firstly, they involved direct personal participation in the government of the city. Every citizen (only adult males of strictly Athenian descent) could attend the assembly and play a part in determining the policy of the city. Secondly, citizens chosen by lot (random rotation) filled nearly all offices of government and administration.

- In this way Athens, between the years 462 and 322BC, came particularly close to achieving the democratic ideal of government by the people themselves, through the active participation of its citizens. However, the system did have major limitations. 'The people' did not include women. Neither did it include slaves or foreigners, who were not recognised as citizens.

- The Greek experiment lasted a relatively short time. For much of the following 2,000 years it was rejected, though many continued to struggle for the democratic ideal. The Civil War and Commonwealth (1649-1660) in this country, the French Revolution in 1789 and the American War of Independence in 1776 transformed the modern history of democracy by unleashing the spectre of popular action and raising fundamental questions about who had the right to govern whom, and on what basis. Ideas about a form of 'contract' between people and government were explored and a new form of democracy gradually emerged - what we know today as representative democracy.

British democracy

- For the past two centuries, many struggles have been fought and won to extend the vote (the franchise). In Britain, fully representative democracy is still a fairly recent thing – for example, the 1832 Reform Bill gave the vote to middle class men but it was not until early this century that this was extended to working class men. Women won equal voting rights in 1928 and the voting age was lowered from 21 to 18 as recently as 1969. As the entitlement to participate in democracy has changed, so there has been an opening up of elected offices to women, working class people and members of the minority ethnic communities, resulting in a gradual move by these groups into public life.

- Britain is often heralded as the world's first parliamentary democracy and by comparison with many other countries, its citizens enjoy a wide range of democratic rights and high levels of self-determination. However, there are sufficient examples (both recent and historical) of Britain failing to live up to the democratic ideal for there to be no room for complacency.

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- Recently, public confidence in the democratic system has been undermined by a lack of openness and accountability in the way political parties are funded and by cases of individual MPs accepting 'cash for questions' on behalf of certain interest groups. There is a growing body of support for reforms that address such issues as standards of behaviour and parliamentary procedures and structures, along with a desire to see the system of government more representative of the whole population in all its diversity.

Western democracy

- Along with other western democracies, we tend to the view that our political system is best placed to protect human rights and guarantee justice. Countries that do not subscribe to the same democratic ideals are sometimes seen as less desirable places to live and even tyrannous and oppressive.

- When making our judgements it is worth remembering that close to half the world's people do not live in democratic systems and that some of our own valued institutions are not democratically organised. These include large corporations, the armed forces, schools and even campaigning bodies like the environmental organisation, 'Greenpeace'. Our own government is not entirely democratic in its operations. Once an election has taken place, the Prime Minister appoints members of the government and civil servants appoint other civil servants to run it. This raises questions about degrees of democracy and whether there is a tension between democracy and efficiency.

- In practice, in all western democracies there are conflicts between the interests of the state (and its most powerful citizens and institutions) and those of less powerful individuals and groups. In these circumstances rights and justice are not always guaranteed. The Transport 2000 'Roads to Ruin' campaign (see Activity 3.9) is a good example of how ordinary citizens can oppose and expose powerful interests, using direct action, the media, parliamentary lobbying and other active citizenship strategies.

- The media can sometimes portray campaigns and protest activities in such a way that they appear to be undermining democracy and encouraging disorder and 'mob rule' – 'Greenpeace' has developed an entire strategy aimed at countering negative images of their work. However, another way of looking at such initiatives is that they can help to protect ideals such as freedom of speech and assembly and that they are contributing to a more informed, active and therefore healthy democracy.

- Our notion of democracy and how it is structured has been radically affected in recent years by the influence of the European Union and its Brussels-based parliament. Other major changes are taking place that will transform the nature of British democracy into the next century. These include a transfer of more power and resources to regional government (regionalisation), devolution through the recognition of a Scottish Parliament, a Northern Ireland Assembly and a Welsh Assembly, and the introduction of different voting systems (see **Information Sheet,** p111).

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The democratic process

- The formal democratic process will vary from one country to another, but essentially western democracies rely on the election of local, regional and national representatives on the basis of their political party manifestos.

- The way people vote influences the way democracy works. At its most fundamental, the number and direction of votes cast determines who controls local and national government. Since 1832, the main system of voting in the UK has been 'first past the post' (F.P.T.P). Its supporters argue that it results in stronger governments that are less subject to change (through unstable coalitions) and more directly accountable back to party manifestos. Other countries in Europe prefer various forms of Proportional Representation (P.R.) which, some argue, reflect the preferences of voters more accurately (particularly those that support minority parties) and produce a better balance of interests through coalitions (see **Information Sheet**, pp111–112).

- Under the F.P.T.P. system a party can be voted into power by a relatively small percentage of the electorate, even though individual representatives may have won a substantial number of votes. Voting patterns in Britain since 1974 show that each successive government has been elected into office by less than 50% of the electorate:

Year	Party	% of electorate
1974	Labour	39.3
1979	Conservative	43.9
1987	Conservative	42.3
1992	Conservative	41.9
1997	Labour	43.3

- In Britain, representatives of political parties use local and national election campaigns to 'sell' their political, social and economic priorities to the public. A mass franchise means that political parties have no chance of gaining power unless they have effective organisations for fighting and winning elections. This is particularly true in the F.P.T.P system which marginalises minority parties.

- Nowadays, although all parties still engage in the traditional methods of electioneering (such as public meetings, leafleting and door-to-door-canvassing), the media and particularly television offer the key to reaching supporters and potential voters. The ability of parties to present themselves favourably through the mass media is now crucial and usually more influential than the efforts of individual candidates.

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- In theory all citizens are entitled to vote unless they are under 18, a convicted prisoner or classified as mentally ill. In practice, disturbingly large numbers of the electorate do not do so. In recent sub-national elections within European Union countries the turnout in Britain was lower than in ten other states and significantly weaker than in over half of those. The mean average in Britain was 40% whilst in Luxembourg it was 93% – Italy, Belgium and Denmark all scored 80% or more. This might reflect disillusionment with the democratic process, other pressures, indifference, or because voting is inaccessible for some reason, such as homelessness. The introduction of the Poll Tax had the effect of disenfranchising many people who avoided the charge by staying off the electoral register. Some people may also prefer to find alternative ways of making their views known.

- Lack of participation in elections is a matter of considerable concern for those who believe in the democratic process. Responses to the issue include reform of the voting system, ensuring that the range of candidates reflects the composition the population (for example: more women, working class people and members of the minority ethnic communities), and legislation to make voting compulsory by law.

- During their term of office, apart from representing the interests of their constituents, one of the main roles of MPs is to make and change laws. Changes to the law can occur as a result of Case Law, Private Members Bills, Government Bills and European Law. A Bill only becomes law once it has gone through a number of stages. After being approved by a majority vote in the House of Commons it must then be debated and approved by the House of Lords, which is made up of peers who may have inherited their title or secured it through the honours system. While some people regard this second tier of government as a democratic safeguard, others see it as undemocratic and an unnecessary relic of Britain's class system. It is likely that the role and composition of the second chamber will be reformed early in the next century.

Accountability

- In the UK, structures of accountability operate at a number of different levels. Different types of Councils have varied powers and responsibilities – Parish Councils, for example, have fewer powers than District and County Councils. At a local level, we elect Councillors to represent us in local wards. They can be held to account through the ballot box and they can also be approached or lobbied between elections. Knowing how to approach Councillors is vital if you want to get something changed within your local area.

- In addition to the traditional channels, some Councils are exploring alternative ways of enhancing local democracy and improving links with their local communities. For example, the information revolution has opened up the possibility of using the Internet☞ to involve citizens in decision making (see Activity 3.6) whilst Citizens' Juries and Citizens' Panels (see **Information Sheet**, p113) also offer opportunities for substantial and regular consultation on local issues.

- The present government has recently created new, accountable bodies for Scotland and Wales. The Scottish Parliament has 129 MSPs (Members of Scottish Parliament) and the Welsh Assembly has 60 members. Their powers vary but for the Welsh and Scottish people, these developments have introduced an additional structure above local government level that is accountable to the people.

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- The government in Westminster retains the most power in the British constitutional framework. It is through Acts of Parliament that laws are made, freedoms extended or restricted and so on. Elections to Parliament take place every five years or sooner, if the Prime Minister (with the Queen's endorsement) decides to bring the date forward.

- The European Union (EU) also makes laws that are binding on member states. A significant number of UK laws now come from the EU. The European Parliament does not have the same powers as those of the UK government, although the UK is represented on the Council. In Europe, the Council of Ministers is the legislative body and it has some very real powers over member states.

Active citizenship and democracy

- There are many different ways of engaging in the democratic process and people's preferences are based as much on their lifestyle as their personal politics. Active citizenship begins with an understanding of the notion that '*the personal is political*' – that individual, seemingly insignificant choices such as deciding to write to an MP, becoming a school governor or parish councillor, joining the police consultative committee, participating in an internal trade union ballot, or gathering signatures on a petition, can all make a huge difference. In this sense, we are all individually accountable for our actions and choices.

- For example, research shows that the growing number of vegetarians and others who choose not to eat red meat has had a major impact on farming patterns both in the UK and other areas of the world. In the 1970s Barclays Bank was forced to review its role in apartheid South Africa when a boycott by customers led to a reduction in profits. Television and radio stations are sensitive to the public's response to their broadcasts and sufficient levels of complaints to the Advertising Standards Authority have led to the withdrawal of controversial advertising. Similarly, individual choices not to buy genetically modified food or goods that have been produced by child labour are beginning to have an effect on the buying and labelling policies of large companies and retail chains.

- Not withstanding the scope for improvement, the existing democratic system in the UK allows the majority of us to exercise such choices with a degree of freedom that, due to poverty, laws, ignorance or terror, is denied many other people around the world. Doing nothing is also a choice for us that others may not have. Being able to recognise that democracy is both a right *and* a privilege is another fundamental step towards active citizenship.

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INFORMATION SHEET

British democracy

Voting systems

A variety of voting systems is now used in Britain and Northern Ireland. These voting systems aim to make the number of elected representatives reflect more directly the votes cast. Since 1971 the Single Transferable Vote (STV) system has been used for local, regional and European elections in Northern Ireland. Under this system, voters elect several candidates for one constituency, numbering them in order of preference.

This system is preferred by the Electoral Reform Society, Charter 88 and Liberal Democratic Party. It tends to favour smaller parties, gives voters more choice, and often leads to government by coalition or consensus because one party will rarely get more than 50% of the vote. Those opposed to this system argue that it weakens the link between elected members and their constituencies, it leads to 'backroom' deals between parties forming a coalition, and actually counting the votes is a long and complex process.

Elections for the Scottish Parliament and Welsh Assembly (first held in 1999) use a form of proportional representation called the Additional Member System (AMS). In Scotland, 73 of the 129 Scottish Members of Parliament (MSPs) are directly elected in single-member constituencies, and 56 are elected from regional lists to ensure that the total number of MSPs reflects directly the votes cast. In Wales 40 members are directly elected and 20 come from regional lists.

In 1999, British Members of the European Parliament (MEPs) were elected according to a list system under which each party put forward a list of candidates for each region. Voters can only choose between parties, not individual candidates. The parties are allocated seats in proportion to their share of votes cast. For example, in a region with eight seats, parties would win one seat for every 12.5% of the votes cast for them, two seats for 25% of the votes, and so on.

In 1998, the government appointed the Jenkins Commission to look at alternative voting systems for the House of Commons. It recommended a system called Alternative Vote Plus. Under this system, one MP is elected for each constituency, but voters can vote for all candidates in order of preference. The winning candidate must get at least 50% of the vote. If no candidate gets this, second preferences are counted and added to the remaining candidates' votes. This continues until one candidate has half the vote or is the only one left. The top-up element means that 15%-20% of MPs are chosen on a city-wide or county basis. The Government has promised to hold a referendum on a new voting system.

Political parties

The oldest political party in Britain is the Liberal Party, formed in 1679. Although a Liberal Party continues to exist, at a national level it became the Liberal Democratic Party in 1988. The Conservative Party was effectively formed with the creation of Central Office in 1870. The Labour Party was created in 1906 as the Labour Representation Committee. Other parties elected to the British Parliament include two Ulster Unionist parties, the Social Democratic and Labour Party and Sinn Fein from Northern Ireland, the Scottish National Party and Plaid Cymru, the Party of Wales. One Plaid MP also represents the Green Party. In 1999, two Green Party and three UK Independence Party MEPs were elected to the European Parliament.

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A party system means that people have to become involved in a political party in order to become elected, and party members must submit themselves to party opinion and discipline. Because divided parties cannot win elections or govern effectively, party loyalty and the 'party line' become extremely important in our political system. Parties are also the mechanism through which political leaders are trained, selected and appointed, through competition within a party and then between parties.

All parties are coalitions, involving different strands of political thought. The Labour Party includes the Co-operative Party, which had 23 MPs elected in 1997, as well as Fabians, trade unionists, social democrats, socialists and a few marxists. The Conservative Party includes an equally diverse coalition of political opinion. The former Prime Minister, John Major, once said, 'I am in a coalition government on my own.'

The 'permanent government'

Government is run by the civil service under the direction of elected Ministers. Whilst Ministers are responsible for setting policy and making sure it is carried out, civil servants usually prepare policy, write legislation and then carry it out once it has been agreed by Parliament and received royal assent. This is an important distinction in British politics, which means that Ministers are held responsible for all actions of Government, although in practice they can only be aware of a small part of what happens.

The creation of agencies such as the Benefits Agency, Child Support Agency, Passports Agency and the Prison Service puts large areas of government under a Chief Executive and nominated Board who have public responsibility for carrying out policy, while politicians remain responsible for policy.

Democracy in the British constitution

Britain does not have a written constitution. In law the Queen governs on the advice of a person who has the support of a majority in the House of Commons and the civil service owes allegiance to the Queen, not to the Government. The Prime Minister's office holds power by royal prerogative but in practice the ability to exercise that power depends on the support of its political party, a majority in the House of Commons and its command of the civil service. In the 1960s some Ministers in the Labour Government felt they were unable to carry out policies due to resistance from civil servants. During the 1970s the Conservative Government was almost paralysed by conflict over Europe within the parliamentary group.

Unlike France and the US, where democratic ideals were the founding principles of the state, British democracy developed through a succession of political battles over eight centuries or more. As the historian R H Tawney wrote, 'In the transition to political democracy this country... underwent no inner conversions. She accepted it as a convenience, like an improved system of telephones; she did not dedicate herself to it as the expression of a moral ideal of comradeship and equality... She changed her political garments, but not her heart. She carried into the democratic era, not only the institutions, but the social habits and mentality of the oldest and toughest plutocracy in the world.' As a result the British are still subjects of the Crown, not citizens.

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Citizens' juries

The idea of Citizen's Juries is quite new in this country, although they are more common on the Continent and in America. 'Jurors' are selected at random (around 10 to 20 people) from the local community using market research techniques. They should reflect the local population in terms of age, gender, ethnic origin, housing tenure and social class. Their task is to spend three to five days concentrating on a particular theme, hearing evidence from witnesses and discussing the issue within their group. They should arrive at a consensus view and/or a set of recommendations. In April 1996, Lewisham Council set up a Jury to consider 'What can be done to reduce harm in the community and individuals from drugs'. This resulted in a Parent and Community Drug Education Project and a report that was circulated widely to relevant statutory and voluntary bodies.

Citizens' panels

A Citizens' Panel is a large group of local people, often over 500, drawn from the local population who are consulted regularly on diverse issues through postal or telephone surveys. An annual updating of the membership removes anyone who has served for two years or who is no longer active.

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3.1 WHAT IS DEMOCRACY?

1-2 HOURS

By the end of this exercise you will have...

- explored different **definitions of democracy** and compared them with your own
- considered **the methods and principles involved when conducting and/or participating in a vote**

Wordstorm ideas in your group by listing on a flipchart all the words and phrases that come to mind when you hear the terms 'democracy' or 'democratic'. Remember to record all suggestions without commenting until everyone has finished offering their thoughts.

Then, working on your own or with someone else, try to create your own definition of 'democracy' using no more than one or two sentences to sum up what you think. You might like to consider the strengths and weaknesses of 'direct or participatory' democracy on the one hand and 'representative' democracy on the other (see **Ideas and Information,** pp106–110).

Make sure all the definitions are written in large writing onto pieces of flipchart paper and put up where everyone can see them. Compare definitions and discuss any differences or similarities. You may want to include the definitions suggested on the following page.

Voting in action

When you have discussed the different definitions of democracy, try to come to a democratic agreement by conducting a vote to establish which definition your group likes best. In order to do this, you will need to agree your voting method and some basic principles. These prompts may help.

How many definitions will you put to the vote? Are there any advantages in having fewer options to choose from?

Will you allow people to amend the definitions before putting them to the vote? If so, how will you make sure that everyone agrees with the amendments suggested and has an opportunity to argue for or against them?

Will your vote be by a show of hands or by secret ballot? What are the pros and cons of making a vote secret?

Can people decide not to vote (abstain)?

What will you do if there are the same number of votes for more than one definition?

Will you allow someone to have the deciding (casting) vote? If so, who should it be?

When you have conducted your vote, spend a few minutes discussing how it went. Was it a useful way for a group of people with diverse views to come to an agreement? Do you know of any other democratic methods that would have helped you to reach this kind of agreement?

WHAT IS DEMOCRACY? SOME DEFINITIONS

Democracy is...

1. "...government by the people or their elected representatives" [Dictionary definition]

2. "...control of any organisation by its members" [Dictionary definition]

3. "...the practice or spirit of social equality" [Dictionary definition]

4. "...A lively citizenry [that] takes part in the election of its representatives, questions its leaders, challenges their decisions."
   Commission for local democracy, "Taking Charge: The Rebirth of Local Democracy",
   Municipal Journal Books 1995

5. "...People...living in a particular community who participate in the institutions by which they are governed and the services by which their lives are enhanced."
   Commission for local democracy, "Taking Charge: The Rebirth of Local Democracy",
   Municipal Journal Books 1995

6. "...upholding the interests of the common people" [Dictionary definition]

7. "...when a policy or decision is taken that is popular with or for the benefit of all"
   [Dictionary definition]

8. "...when local decision-making [is] less constrained by central government, and more accountable to local people." Labour Party Manifesto 1997

Follow-up

Contact the Local Government Association (see Module 5 for contact details) to find out what information they could send your group about local democracy. In particular, ask them for details of 'Local Democracy Week' which is an important annual event highlighting how local authorities are consulting with the public on issues affecting their communities.

✔ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

> **"...the practice and habits of democracy at local level are the foundation of our national democracy. The essence of political activity lies in the habit of facing election, of explaining oneself in public, of meeting the argument of opponents, of accepting scrutiny...."**
>
> Commission for local democracy, "Taking Charge: the rebirth of local democracy,"
> *Municipal Journal Books,* 1995

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3.2 EXPERIENCES OF DEMOCRACY

1 HOUR 30 MINS

By the end of this exercise you will have...

- explored **your own and other people's experiences of democracy**
- looked at a case study which shows **what can happen when people's democratic rights are denied**

Spend a few minutes thinking about your own experiences of democracy. Share your thoughts with one or two other people or, if you prefer, with the whole group. These prompts may help.

- What is your experience of democracy as a member of an organisation such as a campaign group, trade union, political party, voluntary group, school governing body, building society, or in your workplace or family?
- Have you participated in the democratic process by voting for a local or national representative in the government or the European Parliament?
- Have you participated in consultation exercises run by your local Council, Health Authority, Community Health Council, or in a planning or public enquiry?
- Was there a time when you felt your democratic rights were being limited in some way? What was your response?
- Was there a time when you chose not to exercise your democratic rights? Can you remember why?
- Are there obstacles that prevent you from becoming more democratically active such as lack of knowledge, time, money or belief in the system?

When you have talked through the different experiences of democracy in the group, read and discuss together the following article which describes what can happen when democratic rights are taken away.

HUMAN RIGHTS VIOLATIONS IN CHILE

The 11 September 1973 Chilean military coup, which overthrew the democratically elected government of Salvador Allende, heralded the implementation of a policy of systematic and widespread human rights violations under the government headed by General Augusto Pinochet. Thousands were detained without charge or trial, tortured, extrajudicially executed, "disappeared", abducted or persecuted on political grounds.

The international community was aware of the widespread and systematic policy of human rights violations implemented in the aftermath of the coup. In 1975 the UN General Assembly recognised the existence of an institutionalised practice of torture, ill treatment and arbitrary arrest. The UN Ad-Hoc Working Group on Chile established by the UN Commission on Human Rights in 1975, together with the Inter-American Commission on Human Rights of the Organisation of American States, extensively documented these systematic and widespread violations. In 1976, the UN Ad-Hoc Working Group on Chile concluded that cases of torture, as crimes against humanity, committed by the military government should be prosecuted by the international community.

The systematic and widespread nature of these human rights violations has also been officially recognised by the civilian government of Chile in its 1990 report to the UN Committee against Torture. This is a body of experts established under the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment to monitor implementation of that treaty.

The Chilean National Commission on Truth and Reconciliation, together with the Chilean Government's report to the Committee against Torture, concluded that the intelligence service, DINA (Directorate of National Intelligence), under the direct command of Augusto Pinochet, played a central role in the policy of systematic and widespread human rights violations in Chile. They also concluded that the DINA developed a variety of criminal tactics including killings and "disappearances" of individuals of Chileans and other nationalities, considered to be "enemies" of the military regime, in other countries. They found that these violations required intelligence co-ordination and planning at the highest levels of the state.

In 1996 the Reparation and Reconciliation Corporation, which had been set up under the administration of President Patricio Aylwin in 1992 as a successor to the Truth and Reconciliation Commission, presented its final report. The Corporation officially recognised a further 123 "disappearances" and 776 extra-judicial executions or deaths under torture during the military period, in addition to those previously documented by the Truth and Reconciliation Commission. Combined with the findings of the Truth and Reconciliation Commission this brought the number of "disappearances" to 1,102 and extra-judicial executions and deaths under torture to 2,095, making a total of 3,197 cases that were officially recognised by the Chilean State. The victims of human rights violations included real, potential or suspected ideological opponents of the military government.

From: Amnesty International UK Website

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Talking points

- Are human rights and democratic rights the same thing?
- What basic rights should we all enjoy?
- Are there any grounds for withholding democratic rights and, if so, from whom?
- Apart from a military coup, in what other ways can democracy be undermined, eroded or destroyed?
- Does the loss or absence of democratic rights necessarily result in the terrible events experienced in Chile?
- Can you think of examples when Britain has supported, denounced or taken action against undemocratic governments in other countries? What were the consequences?
- How can our own democratic processes be protected, improved and suited to the 21st century?

Follow-up

Scan the newspapers and the television and radio news for coverage of the democratic structures and processes in this country. Identify the key issues behind one story and list any strengths and weaknesses it highlights in our current democratic system. Record the results and share them with the group the next time you meet.

✔ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

> 'You already know enough. So do I. It is not knowledge we lack. What is missing is the courage to understand what we know and to draw conclusions.'
>
> Sven Lindqvist, *Exterminate All the Brutes* (Granta, 1997)

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3.3 DEMOCRACY IN ACTION

VARIABLE

By the end of this exercise you will have...

- had an opportunity to observe and discuss **democracy in action**
- increased your understanding of **the democratic process** and addressed some of the questions you may have about it

The democratic process can appear cumbersome or tedious at times but it has an enormous influence over our lives. If the issues being discussed and decided upon are significant, controversial or emotive, it can also be very engaging. To gain more insight, try to organise a trip or a visit that will allow you to observe some aspect of democracy at work.

You could do this by...

- organising a visit to the Houses of Parliament
- watching a parliamentary debate on TV
- attending a local council committee meeting
- accessing your local council's web site
- accessing the web site for 10 Downing Street (see Module 5)
- visiting your local Councillor and/or MP and asking them to talk to your group about their roles and how you can influence them.

When making your choice, try to consider as many different sites of decision making as possible, for example, school governing bodies, Rural Community Councils, Race Relations Councils, Community Health Councils, and so on.

Whatever activity you choose, aim to get answers to your major questions. It is important that you think through and agree a core of set of issues and questions in advance and that these are written down and brought along to any meeting or interview for reference. For example, questions to an MP could include...

- How can we gain a genuine insight into what the different political parties stand for?
- When MPs debate issues in parliament, is it party policy or the views of the people who elected them that determines their position and how they decide to vote?
- When local or personal issues arise requiring some kind of intervention by Parliament, how do we go about getting the attention and support of MPs and Ministers?
- What is the most effective way to influence the views of a local MP?

Observing democracy – a field trip

In June 1998, 16 students on a WEA 'Thinking About Democracy' course went on a two-day visit to the House of Commons in order to observe the British democratic process first-hand. The programme was organised by their local MP who also acted as their host. The visit included a lecture on 'the Changing Constitutional Landscape', a guided tour of Parliament, attending a Commons Committee meeting and an opportunity to observe Prime Minister's Question Time from the Visitors' Gallery. The trip ended with a visit to the House of Lords where they listened to a Lords Committee discussing the Education Bill. It was an invaluable educational experience for all who took part, with one student describing himself at the end of the two days as 'punch-drunk with information and impressions'.

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Follow-up

Make sure that someone has made a note of all the responses to your questions (both prepared and spontaneous) and that these are shared with the group as soon as possible. Are there any further issues and questions you wish to explore?

If you have time, spend a few moments thinking about your own involvement in local, regional, national or international democratic processes. For example…

- do you vote (always – occasionally)?
- how much notice do you take of party political campaign literature/broadcasts?
- do you always vote for the same party?
- which is more important to you – a party's principles or its personalities?
- do you belong to a political party?
- have you ever campaigned on behalf of a political party?
- have you ever served an elected term of office yourself?

Prepare a short talk (5 minutes) for the next session on any involvement you may have had. You may want to follow this up by doing a 'mapping exercise' to reveal the voting patterns of the group. For example:

CITIZEN	PREFERRED PARTY	EXPERIENCE OF VOTING?	FREQUENCY OF VOTING
Alton	Labour	Yes	Always
Anne	Conservative	Yes	Always
Glenda	Labour	Yes	Sometimes
Hugh	Liberal Democrats	Yes	Always
Margaret	Liberal Democrats	Yes	Always
Micky	Green Party	No	Never
Mohammed	Not sure	Yes (not in UK)	N/A
Parmjit	Not sure	No	N/A

✓ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

> **"Few voters emerged from polling booths high on adrenalin yesterday, but exercising the democratic right clearly held its thrills for some in Manchester. 'It was a buzz to place that cross this morning,' said Jerry Dale, one of 100 homeless people enfranchised in time for polling day by *The Big Issue* in the North. Ruth Turner of *The Big Issue* said enfranchising people like Mr Dale was critical. 'If homeless people are to move back into jobs and homes and take their place in society, we must make sure they have their say in how society is run.' "**
>
> 'My vote counts, says Mr No Fixed Abode', *The Independent*, Friday 7 May 1999

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3.4 HOW LAWS ARE MADE

1 HOUR 30 MINS

By the end of this exercise* you will have...

- spent some time thinking about **how laws are made in the UK**
- increased your understanding of the various **stages a bill must go through in order to become law**

Laws provide a framework for the way we conduct our lives, carrying the authority and sanctions necessary to ensure that certain codes and standards of behaviour are widely observed. The support of the law is therefore an ambition of many campaign groups and concerned citizens. Changing the law is a complicated process however, and it is helpful to understand the key phases that occur both before and during the formal parliamentary stages.

Either in pairs or as a whole group discuss the different routes for influencing how a law is made described under *Preparing the ground* in **How laws are made – Information Sheet** (p123).

Talking points

- Do any members of the group have experience of these approaches?
- Which of these options feels the most/least accessible?
- How important are party manifestos in this process?
- What knowledge or skills would you need in order to use these approaches effectively?
- What issues would motivate group members to take such actions?

Now, read through the stages in the following diagram by which a bill becomes law. Check your understanding of these different stages by (either in pairs or as a whole group) working your way through **Activity Sheet: how a bill becomes law** (p124).

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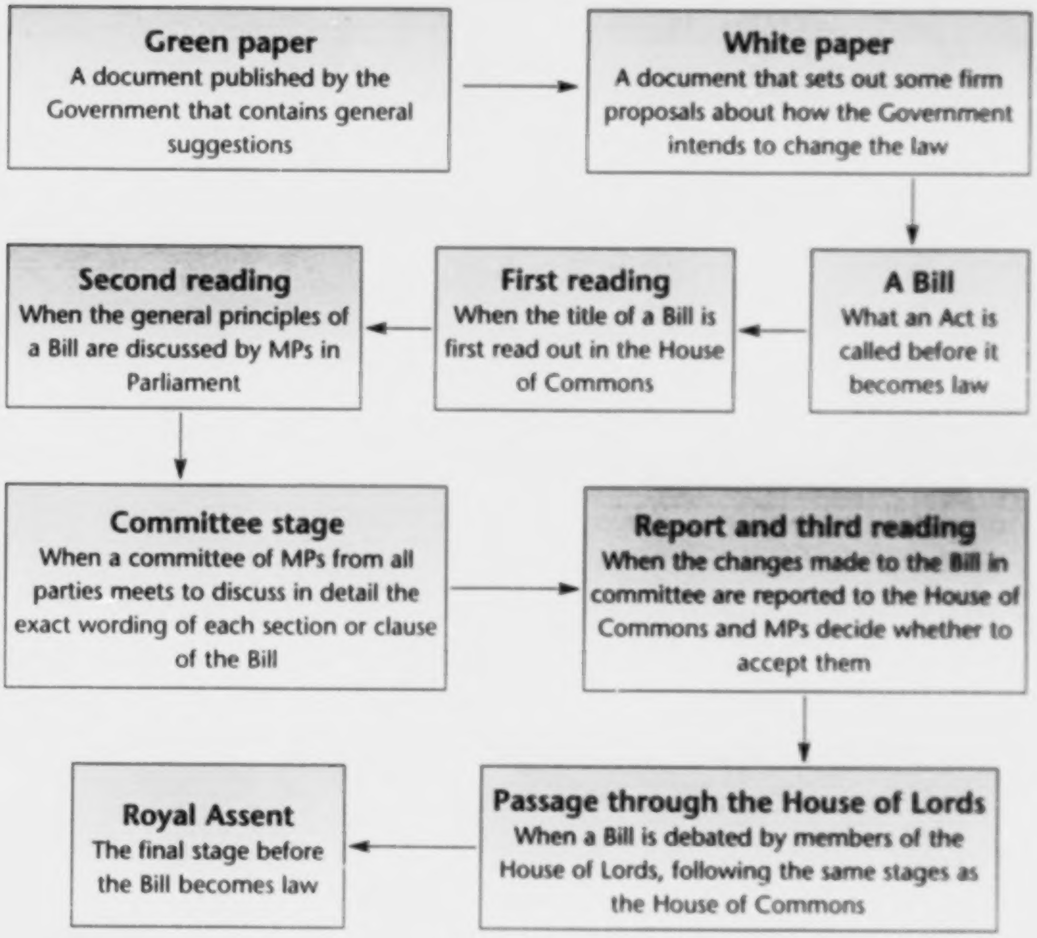
* Adapted from 'Stage Match' in *Can they do that? Learning about active ctizenship* (NIACE, 1995)



Green paper
A document published by the Government that contains general suggestions

White paper
A document that sets out some firm proposals about how the Government intends to change the law

A Bill
What an Act is called before it becomes law

First reading
When the title of a Bill is first read out in the House of Commons

Second reading
When the general principles of a Bill are discussed by MPs in Parliament

Committee stage
When a committee of MPs from all parties meets to discuss in detail the exact wording of each section or clause of the Bill

Report and third reading
When the changes made to the Bill in committee are reported to the House of Commons and MPs decide whether to accept them

Passage through the House of Lords
When a Bill is debated by members of the House of Lords, following the same stages as the House of Commons

Royal Assent
The final stage before the Bill becomes law

Follow-up

Select a few pieces of high profile legislation, for example, the Freedom of Information Act, the Dangerous Dogs Act, or the Road Traffic Reduction Bill. Either individually or in pairs, do a small piece of research into one of them to see how the issue emerged onto the political agenda and eventually moved towards becoming law. The local library and particularly its stock of back copies of newspapers will be a useful starting point, along with any relevant campaign groups.

Record the main features as you go along (who was backing the issue, what they did, how it was presented to the media and so on...). When your investigation is finished, put your findings into a sensible order (chronological/types of action/types of groups involved/results) and prepare a short presentation about your work for the rest of the group. Aim for 5 or 10 minutes, and if necessary practise in front of a friend or member of your family.

✓ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

"Do not predict the future, rather render it possible" Antoine de Saint-Exupery

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HOW LAWS ARE MADE – Information Sheet

Preparing the ground

The first priority is to get the main issues onto the public and political agenda through:

- the internal processes of a political party and particularly the pledges in its manifesto
- a campaign or lobby group
- actions that grab public attention without obscuring the issues
- the media
- a 'think tank' or policy group
- a Royal Commission or government working group
- a professional body or commission
- a lobbying firm
- personal contact with political advisors or MPs.

Laws usually come about through a combination of the above – most obviously by appearing in the manifesto of a party likely to win the next election. The idea must then compete for scarce Parliamentary time with other major proposals in order to enter its Parliamentary phase.

Making and changing laws

Changes to the law can occur as a result of:

- Case law – this is based on decisions made by judges in the law courts that set legal precedents which other courts have to follow.
- Private Members' Bills – individual Members of Parliament can introduce private bills as long as they do not impose a direct charge on the public revenue. Examples include the 1967 Abortion Act and the 1967 Homosexual Reform Act. Not all Private Members' Bills become law. A common opposition tactic is to 'talk them out', which involves making lengthy speeches until there is no time left to vote.
- Government Bills – these are introduced by the Government of the day, in line with its declared legislative programme, following a court decision, or in line with treaty obligations it has entered into. Government priorities are drawn up by a Cabinet committee at the start of each new term of office.
- European law – directives from the European Parliament can also result in changes to the law. The Human Rights Act (1998) which is due to come into effect in the year 2000 is an example of this.

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ACTIVITY SHEET: HOW A BILL BECOMES LAW

When a Bill is debated by members of the House of Lords, following the same stages as the House of Commons, it is referred to as the

____

A document that sets out some firm proposals about how the Government intends to change the law is called a

____

When the changes made to the Bill in committee are reported to the House of Commons and MPs decide whether to accept them, this is called the

____

When the general principles of a Bill are discussed by MPs in Parliament this is called the

____

When a committee of MPs from all parties meets to discuss in detail the exact wording of each section or clause of the Bill, this is called the

____

Before it becomes law, an Act is called a ______________________________

When the title of a Bill is first read out in the House of Commons, this is called the

____

A document published by the government that contains general suggestions for changing or introducing a new law is called a

____

Bills are no longer personally signed by the Queen. Instead a committee of three members of the House of Lords approves them. This final stage before the Bill becomes law is called the

____

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3.5 WHO IS ACCOUNTABLE?

1-2 HOURS

By the end of this exercise you will have...

- explored the issue of **democratic accountability**
- identified by name the **key people who represent and are therefore accountable to you**
- considered the **issue of accountability** from a number of different angles

Accountability implies that people or groups – for example, councillors, MPs, community groups or political parties – are responsible to others and should be able to explain and be willing to account for their actions. In the case of local councillors, this means being accountable to the electorate (i.e. the people who elected them). For a local group or democratic community organisation, the accountability is to its membership or the community it serves.

Accountability is central to democracy. For example, in organised workplaces, trade unionists elect their shop stewards who are expected to account for their work or face being challenged by someone else the next time an election is held. The same principle applies to MPs and at all levels of political activity.

Talking points

Begin this activity by sharing your experiences of accountability with two or three other people. Have you ever...

- been to see your local councillor for help or advice? If so, what was the outcome?
- written to your MP or complained to your local council about something that concerned you? If so, what response did you get?
- had difficulty getting someone to accept that they were accountable for something – for example, when returning faulty goods to a shop or complaining about an inadequate service?

Now select one or more of the following four options to enable you to explore some issues of accountability in more depth:

Option 1

Think about the groups/organisations that you are involved in or the people who represent you.

- **Who are they actually accountable to?**
- **How are they held to account?**
- **What procedures or structures are in place to ensure that they remain accountable?**
- **Has anyone you know ever abused their position or behaved in a way that wasn't accountable?**
- **Do you know of any bodies that are not properly accountable?**

If your answer to the last question is 'yes', talk about what happened in more detail. If time is short, confine yourself to what you learned from the experience.

Option 2

Imagine that you live in a narrow street that is usually quite heavily parked on both sides. As a parent with two young children you are, like the other parents in your street, very concerned about a recent increase in the number of vehicles. At the end of the street, one of the residents operates a small garage. This hasn't had a particularly noticeable effect on the environment until now. However, his business has gradually expanded and a lot more cars are being parked by (and sometimes on) the pavement or test-driven up and down the street. The road has become more and more hazardous and unpleasant and the residents would like this to be controlled. However, the garage owner has always been well liked and is also a neighbour. No one particularly wants an unpleasant showdown with him.

- Who would you say is accountable here – the garage owner? the council? the parents? or someone else?
- Whom should the residents approach about the situation?
- What form should their approach(es) take? (e.g. a letter? a visit? a residents' delegation? or something else?)
- What should they say?
- How can they make sure that people living in the street stay accountable to each other in the future?
- Imagine that you are the residents concerned and act out the discussion you would have with the garage-owner. How would you avoid a showdown with him?

Option 3

Spend some time studying 'Structures of Accountability: a flowchart' on the following page.

- Does it make sense to you?
- How familiar are you with the detail of how it all works in practice?
- How many of the following people could you identify by name:
  the leader of the majority party that controls your local council
  the MP who represents you in Parliament
  the Prime Minister
  the Home Secretary
  the MEP who represents you in the European Parliament
  the Secretary of State for the Environment
  the Secretary of State for Education and Employment?
  the Secretary of State for Agriculture and Fisheries?

If you are unsure, you could practise your computing skills by accessing your local council's website for the information you need. See Activity 3.6 for more ideas on how to do this. Alternatively, try your local library or council hotline.

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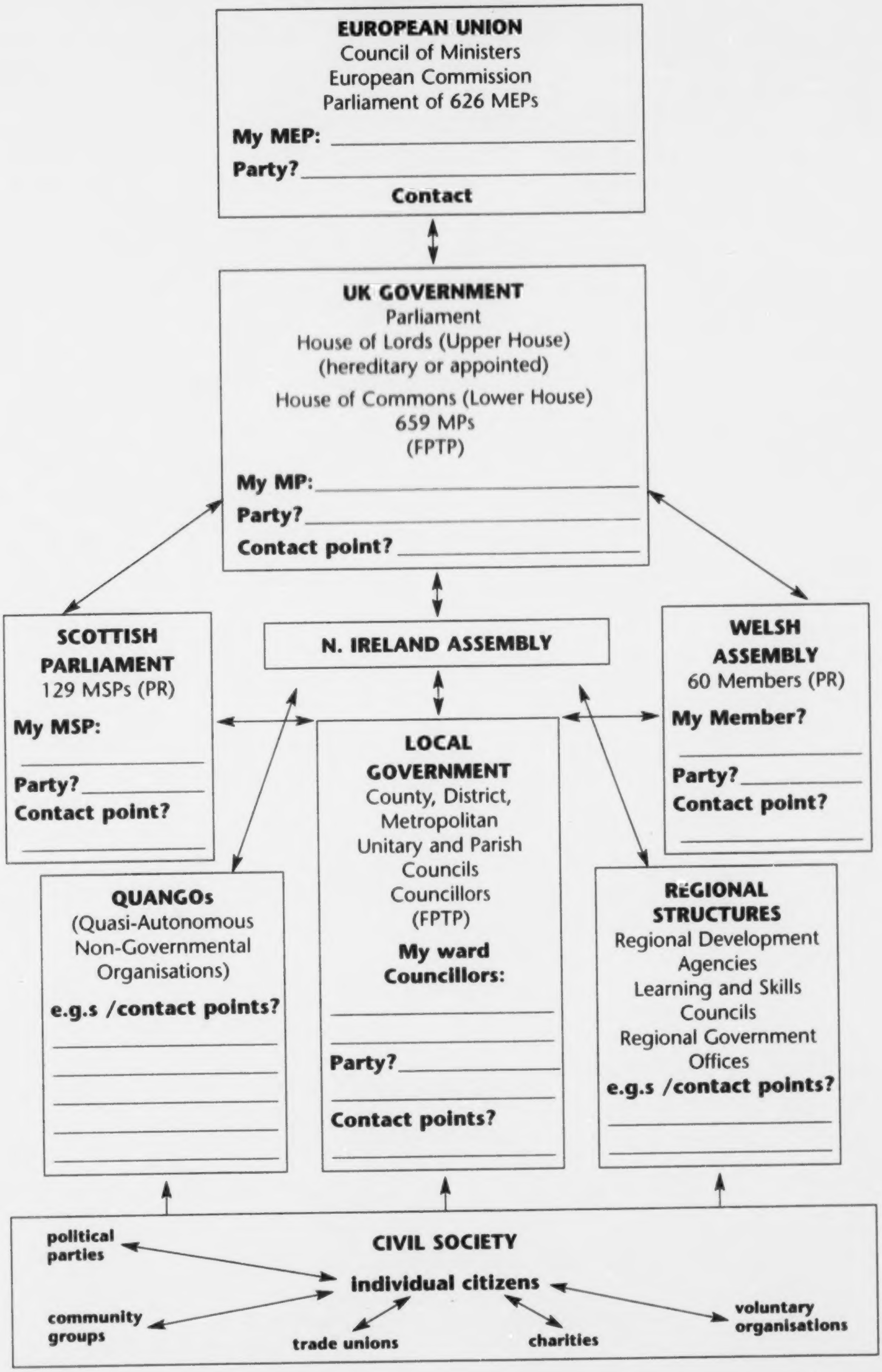
STRUCTURES OF ACCOUNTABILITY: A FLOWCHART



EUROPEAN UNION
Council of Ministers
European Commission
Parliament of 626 MEPs
My MEP: ________
Party? ________
Contact

UK GOVERNMENT
Parliament
House of Lords (Upper House)
(hereditary or appointed)
House of Commons (Lower House)
659 MPs
(FPTP)
My MP: ________
Party? ________
Contact point? ________

SCOTTISH PARLIAMENT
129 MSPs (PR)
My MSP: ________
Party? ________
Contact point? ________

N. IRELAND ASSEMBLY

WELSH ASSEMBLY
60 Members (PR)
My Member? ________
Party? ________
Contact point? ________

QUANGOs
(Quasi-Autonomous Non-Governmental Organisations)
e.g.s /contact points? ________

LOCAL GOVERNMENT
County, District, Metropolitan Unitary and Parish Councils
Councillors
(FPTP)
My ward Councillors: ________
Party? ________
Contact points? ________

REGIONAL STRUCTURES
Regional Development Agencies
Learning and Skills Councils
Regional Government Offices
e.g.s /contact points? ________

CIVIL SOCIETY
individual citizens
political parties
community groups
trade unions
charities
voluntary organisations

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Option 4

Look carefully at the four case studies ☞ given below showing how our different citizens (see Activity 1.7, p.45) have pursued issues of accountability either individually or as part of a group. Note how the focus of their action changes, depending on whether the accountability is at local, national or European level:

Case study one

Alton has a long-standing problem with the heating system in his council flat and wants to find someone who can help him resolve it. He's been told the system's faulty but he believes the problem may be due to vandals. Whatever the cause, he wants a speedy response. Here's how he goes about getting one...

1. He phones the Housing Department and speaks to a Housing Advisor. He is advised to write formally to the appropriate Housing Officer.

◆

2. He does this and sends a copy to his local Councillor.

◆

3. There is no response so he goes to his local Councillor's weekly surgery.

◆

4. The Councillor copies Alton's letter to the local MP with a supporting letter.

◆

5. Alton write a letter to his local newspaper, drawing attention to his problem.

◆

6. The Housing Department, concerned about enquiries from the MP's office and a local reporter, responds in writing, offering to send someone round to look at the problem and identify what needs to be done.

7. Alton is pleased that the heating system will be sorted out but is annoyed it took so long. He decides to attend the next meeting of the Tenants' Association to see if they have better ways of getting the Council to respond to tenants' concerns and to look at the issue of vandalism on the estate.

Case study two

A group of parents is concerned about the size of classes in **Margaret's** local school. They decide to take some action about it involving other parents and school governors. They are not sure whether it is the local Council or the Government they should be approaching first. In the end, they decide to tackle both. Here's how they go about it...

1. They agree to write a collective letter to the Chair of the local Education Committee.

◆

2. They copy their letter to the councillors on the Education Committee and local MPs.

◆

3. They go to the library to get the details of a number of local and national groups that are interested in educational issues and contact them by letter and phone. A number of meetings are arranged to explore how they can take their campaign forward.

◆

4. They agree that two representatives from the group will attend each of the arranged meetings. Their mission is to come back with some practical ideas.

↓

5. As a result of these meetings, they agree to target the Secretary of State for Education. Copies of their original letter are sent to him, requesting a written response to their concerns.

↓

6. They receive a reply from the Minister who promises to look into their concerns. Meanwhile, they decide to hold a meeting for parents and others concerned about falling educational standards, to which they invite the local and the national press.

↓

7. The Council responds by inviting the parents to meet with the Chair of the Education Committee so that the Council's position can be explained.

↓

8. The parents agree to this meeting, but only on the condition that ways of reducing class sizes are also put on the agenda for discussion.

Case study three

A group of residents in **Glenda's** street feel strongly that the speed and volume of passing traffic has reached dangerous levels. They meet in Glenda's house and agree something must be done. They decide on a letter-writing campaign in the first instance to request that action be taken. Here's how they go about it...

1. All of them agree to write to the City Council's Planning and Highways Sections* complaining about the increasing volume of traffic and pointing out the dangers.

↓

2. They send copies of their letters to their local Councillor.

↓

3. Copies of their letters are also sent to their local MP.

↓

4. A collective letter is sent to the local press requesting urgent action and suggesting a time limit for the consultation to begin.

↓

5. When they receive no response from the Transport section, they decide to picket the Civic Centre when the Transport Committee next meets. They notify the press.

↓

6. They meet on the day outside the Civic Centre and use placards, musicians and children in costume (as 'lollipop ladies', zebra crossings and cars) to draw Councillors' attention to their concerns. They have leaflets and a petition ready for interested members of the public.

↓

7. The council responds within days, offering two alternative dates for the consultation meeting and promising to conduct a survey to establish the need for traffic calming measures.

---

* Since two departments have responsibility, both have to be approached.

Case study four

After talking with some ex-fishermen in his local pub who have recently lost their jobs, Mickey decides to support their campaign to stop rising unemployment in the local fishing industry. They agree that although fishing is the major source of employment in the area, this is not just a local issue. They decide to target their efforts both at the Government and at the European Parliament. Here's how they start to go about it...

1. All of them sign a letter to their local MP asking her to raise the issue with the Government, particularly with the Secretary of State for Agriculture and Fisheries.

▼

2. They send copies of the letter to their MEP asking him to raise their concerns in the European Parliament.

▼

3. They write to the Transport and General Workers Union seeking support for their campaign and links with equivalent European labour organisations.

▼

4. They write to their local newspaper and several national papers, and contact the local radio and television stations suggesting that they might do a programme covering such an important local issue.

▼

5. They contact the 'artist in residence' at a Community Centre in the large, nearby town and ask her to work with them to publicise their concerns.

▼

6. She helps them to compose a short play based on their personal accounts and a couple of people from the campaign group join a local creative writing course to develop their skills.

▼

7. The creative writing tutor, the artist and the group contact local theatre and festival promoters and Arts/Community Centres to find opportunities to perform the play. And meanwhile, the group members with their families and friends start rehearsing and performing locally – this includes the main shopping street on Saturday afternoon, local schools and doctors' surgeries. As a result, they (and their cause) are starting to attract a lot of publicity and interest. They invite their MP and MEP to their next proper performance.

Having read through these examples, as a group, think of a few local issues and try producing your own flowchart showing the structures of accountability that would apply if you were to pursue them either as individuals or as members of a campaign group. Use the flowchart on the previous page to help you.

Make sure you know the names of key individuals who would represent or help you at each level if you were *really* involved in the situations you've been discussing. If necessary, do OPTION 3 (p126) first.

✓ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

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3.6 USING INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)

By the end of these exercises you will have...

- discussed **how ICT can be used to develop citizenship skills**
- explored some of the **different approaches involved** and how to employ them effectively

Information and Communications Technology (ICT) provides us with an ideal tool for developing our citizenship skills and widening our knowledge. It can also be a lot of fun. However, for the majority of people who cannot afford expensive computer equipment and software, it remains an under-used resource.

To take advantage of what's available, you will need to have access to a personal computer (PC) with a modem☞ linked to an external telephone line, sufficient memory☞, the necessary software☞ and an account with an Internet Service Provider☞.

People who do not have PCs at home should check whether there is a Cybercafé, a voluntary organisation or library offering access to these facilities in your area. Alternatively, ask staff in the ICT department of your local FE college, speak to someone at your local WEA branch or local authority community education service, or see if a friend or neighbour will let you use theirs.

Select one of the following two exercises for your group. **Option A** focuses upon how group members would like to use computers and the skills they possess or would need to develop in order to achieve their objectives. **Option B** explores in more general terms the role of ICT in active citizenship, particularly in relation to local democracy.

Option A

Exploring the internet☞, or 'surfing the net' as it is sometimes called, can be very time-consuming, so if yours is limited make sure you have a good idea in advance of what information or organisations you are looking for. The following example (see **Citizenship and ICT**, pp132–133) of how students in Leeds have developed their citizenship skills using ICT shows how much you can learn, even if you know relatively little about computers. Use it as a basis for exploring the following questions.

Talking points

- Have you ever used a computer? What did you use it for?
- Does the idea of using computers scare, bore or excite you? Can you say why?
- List three things that computers are particularly useful for.
- What is your understanding of the following terms:
  sending an e-mail☞
  using a search engine☞
  accessing a website☞?

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- Which of the different learning activities described in the case study would be most useful to you? What do you like about them?
- If you had access to the necessary ICT facilities on this course, what areas would you be most interested in exploring? Can you list them?
- Compare lists and identify the common elements.

Citizenship and ICT

Short courses run by the Swarthmore Education Centre* in partnership with the Widening Provision Project at the University of Leeds have been used to explore the use of ICT in citizenship studies for inner–city community groups. The sessions involve people with no formal qualifications and very little computer experience.

Conscious that some people may feel intimidated by this idea, especially if it is their first experience of IT, staff have adapted many of the activities used in traditional community education sessions and used them to encourage interactive group work using the technology.

LEARNING ABOUT E–MAILS

They have developed 'ice breakers' based on sending and receiving e–mails across the room to provide a non–threatening introduction to the use of the communications technology. People walk around and get to know other group members as they wait to see which computers their short messages are being sent to. They also learn about sending and receiving e–mails, multiple mailing, group replies and other concepts, and are able to see immediate results as the messages pop up on different screens in the same room.

LEARNING ABOUT THE INTERNET

In some sessions, staff have encouraged learners to e–mail questions to each other as a basis for a follow–up exercise on internet search engines. People were challenged to answer e–mail questions set by other group members using the internet as well as other more traditional means (newspapers, reference books, telephone enquiries, etc.). This led to some interesting and sometimes unpredictable discussions about the comparative efficiency of the different research methods used.

USING WEBSITES

Groups have also used the internet to investigate services provided by their local City Council. They each identified four questions they wanted to research and tried to find the answers on Leeds City Council's website or on other local authorities' sites. They used the internet in pairs, with the help of a tutor if needed, to find answers to their questions. Their research topics ranged from school league tables and library opening hours to dustbin emptying, the location of public toilets and who to contact about removing discarded condoms and syringes from people's hedges. People were able to e-mail Councillors, enter a quiz about local general knowledge and find out the answers to their own questions.

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* Swarthmore Education Centre in Leeds is a voluntary sector, student–led Registered Charity, originally founded by Quakers in 1909.

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INFORMATION CONTROL

Other sessions in the series have explored issues such as censorship and freedom of speech, both on the internet and in other media. Comparing the listings in search engines on specific topics provided a basis for some interesting discussions. Issues of 'information control' were clearly demonstrated when the results of searches using different search engines were compared on adjacent screens. There were also debates about what the technology was for, who wrote the information, how reliable it was and who was supposed to read it, leading to discussions about freedom of information, propaganda and the media.

OTHER BENEFITS

The students learned a lot. For example, the use of search engines encouraged lateral thinking (dustbins? waste disposal? environmental health?). As well as learning how to use the technology, they learned to think about it as well. In this way, the staff ensured that ICT skills were developed in a real-world context that was entirely relevant to the learners.

Follow-up

The nature of any follow-up activities will depend on individual group members' experience of computers and their skills. Some people might find it helpful to make a list of the things they would like to use computers for and to find out where they could get training in the necessary skills. Others might want to investigate where local people could get access to computers and, if they have the time and skills, to take one or more of the subjects in the group list and use the internet to explore what information is available. If the computer is linked to a printer, they could print out some of the information and bring it to the next meeting. It is important to spend time discussing the various experiences at the next meeting and to explore what has been learned from them.

Option B

Read through the following article, which describes how one County Council is using the internet to improve its delivery of services and consultation with the local community.

Working in pairs, or as a whole group, record four of the most interesting points the article raises about the future role of computers and their potential to support citizenship activities. Leave enough time to share your ideas and to produce a combined list.

CONNECTIONS OF THE HERTS

Hertfordshire CC's interactive initiative Herts Connect uses the internet to enhance service delivery and citizen involvement in council activities and to establish the authority's presence on the web. ***Sarah Tanburn*** *reports.*

The information revolution has challenged local authorities to use technological opportunities to improve the lives of their residents, not only for financial advantage but to add real value to the workings of public services and local democracy. And Prime Minister Tony Blair wants 25% of government transactions electronic by 2002.

Information technology suppliers are keen to point to the opportunities of e.commerce and the prospect of secure trading on the net. Hertfordshire CC is responding by developing the idea of e.governance – using technology to deliver the objectives of local communities.

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Many councils already have a web site, but, along with most commercial sites, they are primarily about publishing information. Many sites have well-written, beautifully designed material with a lot of information about local places, services and events. Some even have animation and sound, but few local authorities are using the web to actively involve citizens or to deliver services online.

Service delivery and resident involvement are central to the planning of a radical project from Hertfordshire CC called Herts Connect. It sets out to redesign the council's connections with the public and other organisations, aiming to use the internet to provide front-line services and to build community involvement in council activities.

The council has taken a long, hard look at its services, and has decided that many of them could be delivered directly online. It is too easy to become misdirected on the identification of security issues. In practice, many of the services provided by councils do not need that sort of protection.

Renewing a library book, booking a hall or submitting job applications can all be done electronically, as can many assessment-based applications up to the point of proof – a citizen applying for an orange badge should be able to work through the application on screen, and then bring medical evidence to the authority for final confirmation by an officer.

Radical new ways of delivering services are also being investigated. Hertfordshire has just won the SOLACE/SOCITM IT award for excellence for using smart cards to support the use of public transport. Through working with private sector partners, the need for cash was removed from public transport so people felt more secure and the buses moved faster. The same cards tackle poverty without stigmatising users as they are used by school children and for concessionary cards and frequent use discounts.

Apart from those service opportunities, the web enables the council to explore different forms of debate and participation. It is particularly good at linking people who are separated by time or space, and is already being used to support networking. For instance, local community development workers use the technologies to involve people who cannot or will not come to meetings.

Although the web on its own can never be enough, it has great potential, for example allowing local school children develop a local time line or tenants on a local estate generate a vision of how to create local change. (Visit the web site of Partnerships Online **www.partnerships.org.uk** to find out more.)

The group identified as the most frequent web users are those young men who are often seen as a 'problem' of alienation and exclusion, but by using the internet to promote participation rather than accentuate exclusivity, there is a special opportunity to hear the voices and interests of people who normally do not go near the policy and service developments of the council.

Many people remain concerned about the risks of creating 'information have-nots' – those who cannot get to the 'toys' and cannot use them when they do. Hertfordshire's focus groups found that people aged over 45 are often worried that they will be asked to use unfamiliar equipment. But, the group added, they are prepared 'to have a go', with proper support.

That willingness is borne out by the success of a local project in Hertfordshire, called Worknet (**www.worknet.org.uk**).

Primarily formed to train people in using computers as a route into employment, the Golden Mouse Club, with members aged from 50 to 90, had to close its doors at 100-strong. There has been strong demand from older people to use the computers, and the club has proved that age is no barrier to moving into vocational training in the field. Central to the strategy of developing the use of computers must be the provision of resources for training and support.

In planning its strategy Hertfordshire identified key areas that defined its presence in cyberspace:

- searchability and findability: people should be able to find what they need, both when looking for a web site and when searching for specific services;
- clarity of structure: the needs and understanding of users should be met;
- interactivity: it is crucial that uses can interact with the council to obtain services and to participate in decision-making;
- ease of use: that e.governance should be easier than using the phone or going to a council office;

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- accuracy: the content must be kept as accurate as possible, and should contain some form of grading for probable accuracy, for example based on a sell-by date modified by last use, and it should be easy to update;
- accessibility: the site must enable use by people with a range of disabilities, through presentation in different formats and appropriate design features;
- ease of growth: a successful site must be designed to accommodate growth as more services are deliverable through it, as more users come online and as seamless links to partner organisations are developed;
- speed: the information must be fast to download and to use by people at home with only a telephone line and relatively low-specification personal computers;
- monitoring and evaluating use should be simple, to assess how successful in meeting objectives the site is;
- successful branding for the council: the site must be designed to properly represent the organisation on the web; and
- work through different access channels: via personal computers and kiosk/hole-in-the-wall sites and on web TV. This should include multilingual access to the site.

Each of these features merits debate in itself. Branding a council in cyberspace, for instance, needs a lot of thought.

Local authorities cannot rest on their laurels as new demands arise and as resources go down. In Hertfordshire, a rigorous business case has found savings by the effective use of technologies to mine and manage information, to streamline processes, to enhance partnerships and to support flexible working by a large workforce.

Any comprehensive change involves risk, including those involving technology. The roll call of failed projects is very familiar: from the London Stock Exchange to the present problems of the Civil Aviation Authority.

Of course, successful projects do not hit the headlines, but the introduction of Tesco's Clubcard, the First Direct restructuring of banking or the emergence of Amazon.com all show how real success can be achieved. And these initiatives have changed the way we all live our daily lives.

Local authorities need to explore new ways of doing things in both delivering services and in involving communities. It must bring together the radical agendas of community leadership, service delivery and technological developments to make the most of all our opportunities.

Sarah Tanburn, In Municipal Journal, 16 October 1998

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Talking points

- What local services might be delivered effectively or even improved using computers?
- Are there any issues around confidentiality or security that would have to considered?
- Does the use of computers improve or detract from equality of opportunity in our society?
- Can computers improve local consultation and community involvement?
- Can you say why or why not?
- Can you identify any groups that might find using computers particularly difficult or off-putting? Can you say why?

Follow–up

Find out if your local Council has a website and make a note of the address. Identify someone in your group who can get access to it before the next session and also report back (with a print–out if possible). Discuss any ways in which the site might be improved and arrange to talk to your local Councillor(s) about the issues raised in the article and by your group discussion. Think of ways in which the site could be publicised more widely to improve access.

Some local councils are actively engaged in developing access to the Internet as a valuable resource for community groups, clubs and voluntary organisations. For example 'BRAIN' (Brent Resource and Information Network) has been developed in consultation with the local community to offer these organisations networking, publicity and campaigning opportunities via the Internet and inclusion in a large, free community and voluntary sector database.

Again, identify someone in your group who can get access to the BRAIN web site and who can report back on what it contains. The address is **http://brain.brent.gov.uk.**

Does anything similar exist locally? If not, do you think it might be useful to your local community and voluntary groups?

✓ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

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3.7 THE ART OF LOBBYING

1 HR 30 MINS

By the end of this exercise you will have...
- discussed **what lobbying entails**
- thought about some **different lobbying tactics** and how to employ them effectively

Taking action either to change the law or to block proposed legislation is called 'lobbying'. This is because it traditionally involved meeting MPs in the lobby, a large hall in the House of Commons, and trying to persuade them to consider how they will vote in Parliament.

As it is now widely used, the term 'lobbying' can be applied to almost any situation where a group or individuals argue persistently and campaign to convince targeted individuals or organisations of their point of view.

People's motives for lobbying whether at a local or national level will vary but it can be done either to *oppose* policies or actions or to campaign *for* an improvement or reform.

As a means of achieving change it can be highly effective if the right people and organisations are involved. This means:
- **knowing what you want and keeping your demands simple**
- **being very clear about your arguments and having evidence to support them**
- **identifying whom you should lobby and why**
- **understanding the decision-making processes of the organisations you have targeted**
- thinking about the most appropriate lobbying methods to use
- getting as much active support as you can
- getting as much positive media attention as you can
- staying focused on the issues
- cultivating champions and allies within the organisations you are lobbying
- being aware of the point at which lobbying might become counter-productive
- remembering the power of appreciation and acknowledgement.

Working either alone or in small groups, select one of the following:
- an actual local campaign or issue of public concern
- a campaign against the closure of the Accident & Emergency Unit of a local hospital
- a campaign against a government reform that will lead to the privatisation of the local library service
- a campaign for community play spaces on local council estates
- a campaign for safer streets
- a campaign for freedom of information

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With this campaign in mind, complete **The Art of Lobbying – Task Sheet** on the following page (if preferred, arrange for someone to record answers for other people), and then compare notes within the group.

Talking points

- Has everyone named the politicians and other key people they would want to contact?
- Are all essential individuals and organisations included?
- Have sufficient and appropriate reasons been identified for lobbying these people and organisations?
- Will the lobbying methods suggested be effective in influencing them?
- How will pressure be maintained?
- Is everyone clear about the two or three key points they would want to get across?

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THE ART OF LOBBYING – TASK SHEET

WHO?	WHY?	HOW?
Politicians		
Local politicians?		
MPs/MEPs/Lords?		
Pressure groups		
Local?		
National?		
Trade unions		
Directly affected?		
Indirectly affected?		
Voluntary organisations Local? National?		
Community groups		
Professional bodies		
Commercial interests Local? National?		
Media		
Local?		
National?		
Others		

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& Follow–up

Think through the knowledge and skills that would be needed to carry out the tasks written onto the **Task Sheet** and compare this with the self–assessment list and individual learning goals produced in Activity 1.6. Do your learning goals need to be revised accordingly at this stage?

✓ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

"I couldn't be an active, responsible member of my community until I learned more about how to get involved ... and found out that my involvement could actually make a difference, for me and my neighbours."

Quoted by Brenda Bell, Project Director, Civic Participation Standards Development Project, Centre for Literacy Studies, Knoxville, Tennessee, USA

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3.8 PARENT POWER

1 HR 30 MINS

By the end of this exercise you will have...

- discussed **an example of successful lobbying** by a group of local parents
- thought about **how to write a letter to an MP** that makes a convincing case

Read through the following example of successful lobbying, paying particular attention to the tactics that were involved.

A group of disabled children attending a specialist unit attached to a mainstream school were denied visiting physiotherapy support during school hours. Such support was essential to ensure that the children remained mobile and could participate fully in the curriculum. Many of the children had a statement of special education need which specified that they required this support and which, in theory, should have ensured its provision.

A group of parents approached the health authority only to be told that the current arrangements whereby the authority provided an occasional visit to advise parents or offered support over the phone was adequate for their needs. Not satisfied with this the parents formed a group to campaign for the introduction of a regular visiting physiotherapy service.

In an effort to raise the profile and establish the gravity of the issue the parents started with a letter-writing campaign contacting members of the health authority, the local physiotherapists and their MP. A meeting with the local MP followed after which he forwarded many of the letters to the Secretary of State for Wales, the local Director for Education and the General Manager of the Health Authority. Despite these efforts, the health authority continued to maintain that the current arrangements were adequate.

At this point, the parents decided to set up an action committee in order to give the campaign more profile and weight. The local MP was invited to be the chair of the group and the parents approached the Chartered Institute of Physiotherapy hoping to gain their backing. The Institute offered its support to the case that physiotherapy is best provided for in the situation most suited to the children and that visits to hospital were rarely appropriate even if they did maximise the use of the physiotherapists' time. It was also pointed out that the pupils were having to miss whole days of schooling to attended the local physiotherapy department.

The campaigners contacted the health authority again but this time got the children affected to write their own letters detailing the effects that the lack of therapy was having on them. One pupil wrote,

'I desperately need physiotherapy because I am starting to seize up. When I was in primary school, I regularly received physio, but when I left it was like as if I was cured. Before I didn't feel so bad but now I can feel myself seizing up.'

The combination of the children's letters, the professional opinion of the Institute of Physiotherapy and the high profile the campaign achieved through the involvement of the MP seems to have had its effect on the authority. The campaign group received a letter from the health authority outlining its intention to provide physiotherapy from the start of the new financial year.

From *The Good Campaigns Guide* by Brian Lamb (NCVO, 1997), pp 50-51

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The parents who led this local campaign used a number of approaches. For example, they:

- wrote letters to members of the Health Authority, local physiotherapists and their MP
- met with their local MP and persuaded him to raise their concerns with key politicians and the relevant minister – in this case, the Secretary of State for Wales, the local Director of Education and the Manager of the Health Authority
- organised a letter–writing campaign by the children themselves and targeted these at the Health Authority
- secured the support of the relevant professional organisations – in this case, the Chartered Institute of Physiotherapy.

Talking points

- Which of these tactics appeals to you most and why?
- What other organisations or individuals could they have approached?
- What other lobbying tactics could they have used?
- If you were the group of parents concerned, what points would you make in the first letter to your local MP? List these on a flipchart for the whole group.

Using this list, have a go at drafting the letter to the MP with the help of one or two other people and remember to:

- keep the letter as brief as possible
- keep the arguments simple
- use short sentences
- explain who you are and why you are writing
- state your case in two or three short points
- refer briefly to the evidence, individuals and groups that support your case
- be clear what you would like her/him to do
- give full contact details for the group
- emphasise how much her/his support will be particularly helpful and appreciated.

Follow–up

Using the same broad letter–writing guidelines, compose a few more, perhaps to your local village hall committee, a railway or water company, the local superstore, the BBC or the Home Secretary, about an issue of importance to you. Remember, these are practice letters and therefore you don't have to send them – yet!

Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.

"Articulation is the tongue tied's fighting" Tony Harrison

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3.9 LESSONS FROM A NATIONAL CAMPAIGN

Case study: 'Transport 2000'

By the end of this exercise you will have...

- using a case study, discussed some of the different **methods used in a national campaign**
- thought about how these might be **transferable to a local situation**

The following campaign was aimed at challenging government policy and spending decisions that were seen as supporting the interests of the 'road lobby'– a powerful group that included car retailers and manufacturers and the freight and construction industries.

Read through the following case study either in pairs or as a whole group before discussing the main lessons to be drawn from it.

BACKGROUND

The Roads to Ruin campaign was co-ordinated by Transport 2000, a lobby group set up to work on transport issues. The campaign started as a result of the government's 1989 announcement of a £300 million road programme in the form of the Roads to Prosperity document. Transport 2000 (T2000) wanted these plans scrapped.

The main target audiences were the Treasury (because of concerns over the cost of the programme), the media and other politicians. The public were also targeted, not so much in an attempt to change their attitudes to using cars, but in an effort to educate them about what the environmental and economic impact of the road programme would be.

T2000 met with a range of other interested groups and produced a response to the paper called Road to Ruin. Following this the groups decided to continue meeting and to co-ordinate information, forming the Transport Round Table. This was a broad coalition of environmentalists and transport users whose key aim was to shift the political agenda and promote a change in political culture. Internally, the campaign sought to ensure that there was much better co-ordination between local anti-road groups than there had been in the 1970s during the last round of major road building.

Transport Round Table co-ordinated the campaign and, for the purposes of this particular activity, the other groups within the Round Table acted as the members. Local government also began to support the campaign, as authorities realised that the roads being built in their areas would entail significant extra costs for them.

The main opposition was the road lobby, which consisted of car retailers and manufacturers, the freight industry, the construction industry, the AA and the RAC. As a counter to these last two groups, who claimed they represented the wishes of 'ordinary road users', T2000 and others set up the Environmental Transport Association, which provided the same services as the AA and RAC, but took an opposite view on road building. Although the road lobby had once been a formidable opponent, it was slow to respond to the concerted campaign of the Round Table and rapidly discovered that it no longer carried the weight in the media, or in Parliament, that it had once enjoyed on this issue.

THE CAMPAIGN

The Department of Transport which was proposing the programme was a target for the campaign. Because it was often impossible to get answers from the Department of Transport, the media began to use T2000 as its main source of information on the roads programme which helped to establish the credibility of the campaign.

Many Conservative MPs began to take the issue seriously, partly because the M25 road building/expansion was a high-profile issue, giving their sympathy to the campaign. The appeal to MPs was made more effective by the fact that the local groups were part of a national campaign and that this was not a simple constituency matter but part of a wider political issue. The local groups were well served by the campaign and consequently felt part of a wider movement which helped to keep their enthusiasm high.

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While T2000 and others did a lot of lobbying, independent research and media work, other groups, particularly grass roots local groups, were taking direct action, achieving substantial press and television coverage which kept the issue on the agenda.

Co-ordination of information was the key to ensuring that messages did not become confused: far from fearing the negative consequences of direct action for the campaign, T2000 were able to show that the action was locally based and legitimate. Since road planning procedures left so little room for public input and dissent. The other key element was to show the media, the public (and the Treasury) how costly road building was and why the plans would not lead to prosperity but to economic ruin.

Key development were the watershed public protests at the M11, Twyford Down and Newbury. It become clear that, after these protests, road building in this country would not be planned or conducted in the same way again. The fact that T2000, via the Round Table, had been doing the background work meant that the organisation could keep the behind-the-scenes discussions going as the government became increasingly embarrassed by the level of public anger about these and other road building/ expansion schemes.

Other important developments were the meetings that began to take place between MPs from constituencies affected by the M25 and their colleagues in other parts of the country who were experiencing similar problems. Again, the strength of the campaign and the way it had brought together local issues into a coherent, national, political debate meant that these meetings became significant in changing the political culture.

Furthermore, the environmental, anti-road arguments that the campaign was putting forward made it difficult for the government to justify such a massive road building programme. This was because the UK had signed up to the pledge on sustainable development at the UN's Rio environmental summit.

Finally, Steven Norris MP, when he was Transport Minister, was very impressed when the campaign took him to York to see the city's traffic-free city centre. As a consequence he decided that there were many alternatives to road expansion. He was influential in persuading his successor, Brian Mawhinney MP, that this was the case. The ongoing meetings of the Round Table, and the mix of direct action and behind-the-scenes work meant that the campaign was flexible enough to react to, and benefit from, these key developments.

From *The Good Campaigns Guide* by Brian Lamb (NCVO 1997), pp38–40

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Talking points

- What were the main tactics of the campaign?
- Do you agree or disagree with them? Can you explain why?
- What are the main differences between a national and local campaign? Are there any important distinctions you can think of, apart from the size and scope of the exercise?
- Which tactics would transfer well to a smaller, more local issue?
- Although the campaign didn't achieve all its goals, it was still seen as successful. Why do you think that was?
- If winning isn't always the sole objective, what are the other characteristics of a successful campaign?

✔ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

Every generation must, out of relative obscurity, discover its mission, fulfil it or betray it

Franz Fanon, Revolutionary thinker from Martinique

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3.10 SUCCESSFUL CAMPAIGNING

By the end of this session you will have...
- identified the **different strategies and tactics involved in successful campaigning** at both a national and local level
- thought about **what they would involve** in practice

The success of the TRANSPORT 2000 campaign (see Activity 3.9) was due to a number of different factors.

The campaigners...
- created **a broad alliance** of different groups
- had **a clearly defined case** and were able to present this via the appropriate channels
- made **effective use of networks and alliances**
- were good at **mobilising public opinion**
- were able to co-ordinate an **extensive lobby** which prevented the campaign from losing its national focus and disintegrating into a series of disconnected local actions
- recognised how important it was to **involve Ministers** – for example, getting the existing Minister's agreement for the campaign objectives to ensure that his successor followed a similar policy was an important move

As a group, think about other national campaigns that have gained public sympathy and the attention of the national media, such as 'Jubilee 2000' to reduce Third World Debt, anti-drink and drive, or 'Full stop' to child cruelty.

Talking points

- What were their most memorable and powerful strategies?
- Who was involved and what did they do?
- Did they use photography, music, painting, drama, dance or other creative devices to project their messages?
- How imaginative and unconventional were they?
- Did you agree with all their strategies?

Compare the resulting list of ideas for effective campaigning with the checklist **Successful campaigning: what helps?** on the next page. Was anything missing?

Now, pick one of the factors on the 'Checklist' and discuss how you would achieve it in practice. For example, if you chose "Being able to make and sustain alliances with others" you might mention:
- thinking broadly and imaginatively about potential partners
- agreeing shared goals and areas of common interest
- identifying any conflicting interests
- maintaining regular contact
- approaching all partners with equal respect
- creating opportunities to review how the alliance is working
- appreciating all contributions, however small

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SUCCESSFUL CAMPAIGNING: WHAT HELPS?

In a UK study of successful campaign strategies conducted in 1995* the researchers identified a number of factors that are likely to affect a campaign group's success. This checklist is based on a summary of their main conclusions.

- The stability of the campaign group.
- Its ability to take decisions and resolve conflicts.
- Having access to the necessary financial resources.
- The commitment and experience of staff, volunteers and others involved.
- Having different strategies to choose from – and being in a position to choose the most effective one(s).
- Knowing how to use 'sanctions' against the targets of the campaign – for example, boycotts or high-profile publicity stunts.
- The different characteristics of the campaign's membership (some people may be in a better position to access information or exert their influence, for example; others may have excellent administrative or public speaking skills).
- Being seen as the legitimate 'voice' or representative of the campaign's focus, whatever it happens to be.
- Finding ways of attracting and mobilising people to support the campaign's goals.
- Being able to make and sustain alliances with others.
- The extent to which public opinion is favourable towards the issue or focus of the campaign.
- The public profile and media image of the campaign's membership and the individuals or organisations that support it.
- The group's reputation and its relationship with the media
- The government's attitude towards the issue – and the level of sponsorship or government support available.
- The economic situation – especially if the object of the campaign is likely to incur public expenditure.
- The power, credibility and influence of the target group (i.e. those whose views or policies the campaign is trying to change).
- The timing of the campaign, particularly in relation to the best time to lobby Parliament or speak to the press.

✓ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

'And so
If you see me
Looking at your hands
Listening when you speak
Marching in your ranks
You must know
I do not sleep to dream
But dream to change the world...'

Martin Carter, Guyanese poet

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*See *The Good Campaigns Guide* by Brian Lamb (NCVO, 1997) pp.11-12

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Module 4

HOW DO CAMPAIGN GROUPS WORK?

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Module 4: HOW DO CAMPAIGN GROUPS WORK?

A series of activities that will encourage you to think about how campaign groups work, explore some examples of good campaigning practice, and help you manage some of the practical tasks involved in running a group…

ACTIVITY	LEARNING OBJECTIVES
4.1 GETTING GOING	By the end of this session you will have… • taken part in a role-play that explores **some of the group dynamics involved** when people meet for the first time to get a campaign off the ground
4.2 STARTING A CAMPAIGN	By the end of this session you will have… • considered **how to go about setting up a local campaign group** • shared **experiences of local campaigns** and how they were set up
4.3 IDENTIFYING YOUR SUPPORTERS	By the end of this session you will have… • thought about **how to research and locate potential supporters** • identified **which individuals/bodies/committees should be approached**
4.4 KNOWING YOUR SUPPORTERS	By the end of this session you will have… • identified and **developed a profile of your potential supporters**
4.5 GETTING YOUR MESSAGE ACROSS	By the end of this session you will have… • considered some of **the ingredients for effective written publicity** • thought about **ways of using written information to convey your key messages**
4.6 TARGETING YOUR PUBLICITY	By the end of this session you will have… • identified **different ways of publicising a campaign** • thought about **how best to target publicity** so that it reaches the people you want

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ACTIVITY	LEARNING OBJECTIVES
4.7 STEP BY STEP	By the end of this session you will have… • looked at a step-by-step account of **how to build and sustain a local campaign** • identified and explored some **campaign strategies that work**
4.8 MEETINGS, MEETINGS…	By the end of this session you will have… • considered **how to organise a meeting effectively** • explored some of the **factors that make meetings work**
4.9 MONEY MATTERS	By the end of this session you will have… • understood the **importance of staying accountable** • considered **how to manage your group's finances**
4.10 INFORMATION OVERLOAD?	By the end of this session you will have… • understood **the importance of keeping records** • considered the **relative merits of different types of information** • thought about **ways of presenting evidence**

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TIPS FOR GROUP LEADERS

- *Although this Module starts from the assumption that your group is still learning about citizenship, the activities in it will be equally relevant to people who are already involved in campaigning. Use them either to get people thinking about the issues, or to look at their current practice.*

- *As far as possible, always start from people's own experience. They may not know what's involved in being part of a campaign group from first–hand experience, but at some point in their lives they will have attended a meeting, received campaign mail, heard details of local campaigns and community action, watched or listened to news about a demonstration, and so on. Use this experience – it is a useful and valid resource!*

- *If you or others in the group are in touch with local campaigners or community groups, invite them in to talk about their work. Their practical experience will give substance to your discussions and they may be able to answer some of the questions that you or others in the group cannot.*

- *It is important to stress that different people will have different skills, ideas and priorities. Their involvement in campaigning may not conform to the banner-waving stereotype, but if they have done the self-assessment exercises in Module 1, they will be aware that they have a lot to contribute. For example, someone who has been managing on limited finances may well have excellent budgeting skills and could make a good treasurer. You may find that there is someone in the group with acting or musical experience who would be invaluable for organising street shows or displays. Similarly, anyone who likes reading the papers and following the news could be an ideal person to compile relevant information. The success of any group will be much enhanced if its members are able to accept and value what others feel able to offer.*

- *Not everyone will see himself or herself as an 'activist'. There may be people in the group who are not attracted to the idea of joining a campaign group. Remind them that active citizenship includes taking action and making personal choices and that campaigns also grow through the support of individuals who prefer to give donations, write letters, sign petitions or offer other, less 'public' forms of support.*

- *By the end of this Module, the group should have a good overview of some of the key issues to consider when developing community action or a campaign group. However, there is always more to learn. Module 5 will point people in the right direction and may be worth referring to since it will help you to answer some of the questions people raise when working through the following activities.*

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IDEAS AND INFORMATION

Campaigning in context

- Campaigning for reform, protesting and challenging the law are activities that people have been involved in for centuries. Cultural, political or religious constraints may have limited people's options, but they have also been the impetus for acts of great courage and determination.

- Some of the most shameful periods of human history were brought to an end because of the initiative of small groups of people who had the courage or foresight to say 'no'. The abolition of the Slave Trade is a good example of this, as are the movements for Factory Reform and Public Heath in the nineteeth century. There are many more examples of a relatively small number of people helping to bring about important social changes, sometimes at great personal risk.

- Our ability to communicate – with other campaigners, the wider public, supporters, potential advocates and those with power and influence – is at the root of successful campaigning. Traditionally, people have relied on meeting together in groups to take decisions and agree what action they need to take. What we now regard as standard procedures (for example, for conducting public meetings or recording committee discussions) are the result of a long history of democratic organisation within community-based, voluntary and political bodies.

- During the latter part of this century, the media has played an increasingly influential role, providing instant access to what is happening around the world. As a result, local changes and developments now have national and international currency.

- As the 20th century draws to a close, new technologies are evolving with bewildering speed, offering increasing numbers of people an ever-expanding variety of ways to communicate their views and thus to become more active citizens, if they so choose. We now have access to information and communications technology that would have been unimaginable only a few years ago, making it possible for us to link up with people around the globe without ever leaving our homes. Information can be exchanged and responded to, views can be shared and decisions can be taken at the touch of a button. Consequently it is getting easier to make local-global connections and to make contact with others who share our social concerns and aspirations.

- Not all communities or individuals have access to ICT equipment or the skills to use it effectively. There are also those who want to protect and promote the benefits of human contact in their campaigning – to raise awareness of an issue through the energy that is created when people listen to, organise and debate ideas with each other.

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- The means chosen by campaigners to explain and project their viewpoint are not haphazard or accidental. They are part of the process of change itself and should reflect something of the character of the group and of the issues at stake.

- In the 1970s and 1980s the peace campaigners outside the Greenham Common American airbase deliberately chose to encircle the barbed wire perimeter fences with pictures and mementos of their families. This was not solely because it was media-friendly and eye catching publicity. It also symbolised the importance of life in the face of mass destruction and the collective power of small, everyday actions set against multi-national, billion dollar technology. As a campaigning tactic it also offered a way for ordinary women, with no previous experience of such actions, to engage with the issues and the protest.

- In Latin America in the 1970s, Augusto Boal, amongst others, was successful in using theatre and particularly street theatre in cafés, parks and shops, to raise people's awareness of issues about poverty, power and the politics of class and gender. The 'theatre of oppressed' created spectacles in public not just because it was dramatic and arresting but also because the very act of involving ordinary spectators as actors was seen as part of the process of achieving change and of destroying barriers created by the most powerful in society.

- By belonging to a group and getting involved in campaigning we become part of the process of achieving change and of making a difference. That's why it is important that ideas for campaigning take full account of the ethos and principles of the group and that whatever the available skills, knowledge and resources, radical and imaginative thoughts get a hearing. We stand to gain much more from our 'learning journey' if we stay open-minded.

- Despite the many different approaches we could adopt, most of us continue to rely on the more traditional methods. However creative or unconventional your campaign turns out to be, the skills examined in this Module such as organising public meetings, taking minutes, managing finances and presenting evidence, remain as important today as they have ever been.

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4.1 GETTING GOING

1 HOUR

By the end of this session you will have...

- taken part in a role-play that explores **some of the group dynamics involved** when people meet for the first time to get a campaign off the ground

Role-play☜ or acting out a situation is not as scary as it may sound! All you have to do is use your imagination and be willing to have a go.

As a group, read through the following case study and take enough time to make sure that everyone has understood it fully.

> **You come across an article in your local paper that reveals plans to convert your local sports and recreation ground into a supermarket with parking for 1,000 cars. You use 'the local rec' a lot – to walk the dog, to go jogging, and because your child's school uses it for football training and sports days. You may also be concerned about the effect the development will have on local traffic or shopkeepers. Whatever your reasons, you are strongly opposed to the idea and want to do something to stop it.**
>
> Imagine that you and some other local residents are meeting together for the first time to discuss this planned development and to decide how you will go about opposing it. You can either play yourself or select one of the different roles supplied.

Show everyone a copy of the **Roles for group role play** (p157) and again make sure that everyone is clear about the positions described. It might be helpful to read them through.

Invite people to select one of the suggested roles or alternatively, if it feels more appropriate for the group, allocate them yourself. The role–play will work best if people are not aware of the different parts others are playing.

Although the success of the exercise relies upon the willingness of people to join in, it is also important that those who are shy or dislike this type of activity feel able to abstain. It might encourage them to become involved if they can simply be themselves.

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ROLES FOR GROUP ROLE PLAY

You are aware of other groups up and down the country who are campaigning against similar developments by large supermarket chains and want the group to make links with them immediately

You strongly believe it is best to keep the campaign local because you think people are more likely to support a local issue that they can see directly affects them

You are wary about 'political' campaigns and are not at all sure that they work. From what you've seen, they usually attract professional troublemakers who try to take over or give local people a bad name.

You are in favour of a more low-key approach like organising a petition and a small delegation to present it to the next Planning Committee meeting of the local council

You've been an active environmental campaigner for several years and you think you've got all the answers. As far as you're concerned, occupying the local rec. and taking direct action to prevent any building work from starting is the only strategy that will work

JUST BE YOURSELF

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✂

JUST BE YOURSELF

✂

JUST BE YOURSELF

✂

JUST BE YOURSELF

✂

JUST BE YOURSELF

Once the activity has finished, it might be helpful to give group members an opportunity to discuss how they feel about having taking part in it and their opinion of it as a method for exploring an issue.

If role–play is unfamiliar to most members it is important that they are commended on their willingness to have a go and that some positive features about the way they handled it are highlighted in the discussion that follows. It is also important that people are reminded to 'come out of role' at the end, so that they don't continue 'acting' once the role–play is over!

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Follow-up

Take time to reflect on the positive and negative features of role–play as a tool for learning and consider which groups of people it might suit particularly well. List any situations where you personally might find it useful as a means of examining issues and practise one of these before the next session.

Talk to friends of family members about their experiences of being in groups and the kinds of people they have come across. Try to find out how the groups reacted to individual members and what strategies they used to handle any people who were particularly difficult. Keep a written or mental note of their stories and any successful stratiegies so that you can report back to the group next time you meet.

✓ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

"The greatest threat to freedom is the absence of criticism"
Wole Soyinka

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4.2 STARTING A CAMPAIGN

1 HOUR

By the end of this session you will have...

- considered **how to go about setting up a local campaign group**
- **shared experiences of local campaigns** and how they were set up

Imagine that you have just become aware of an important local issue or that something has occurred or is about to occur in your area that needs an immediate response. For example...

- for some time parents have been discussing the idea of a community nursery and now they are ready to take action
- a family of asylum–seekers in the community is being threatened with deportation within a matter of days
- the only local swimming pool is about to be closed
- a local farm is listed as one of the sites for growing experimental genetically modified crops and there is concern about the impact of this on the area as well as hostility to the idea in principle.

Either individually or in pairs discuss how you would start up a local campaign group in response to one of these concerns. Use the checklist below to structure your discussion.

If members of the group are already involved in local campaigns, it may be more useful to use these questions to review how their groups started and what they have achieved to date. If their involvement is only recent, encourage them to talk to people who were around from the start and ask them if there's anything they'd do differently.

Starting a campaign: checklist

- What kind of aims would your campaign set out to achieve?
- Whom do you want to reach? Do you want to appeal to a local or a national audience or both?
- How will you make sure that the people who are the focus or beneficiaries of your campaign play a role in any decisions about how the campaign is run?
- How will you publicise the campaign? Will you hand out balloons or flyers, or place an advertisement on the Internet or in the local paper? What other forms of publicity could you use?
- Whom will you invite to your first public meeting? What kind of people will you want to involve?
- What will the meeting's agenda look like? What messages will you want to give to the audience? How will you make people feel welcome and engaged?
- Will you invite the media? If so, how will you go about it?
- Will you invite any well-known local personalities, MPs or local councillors?
- Who else will you contact to draw public attention to your campaign?
- How will you find suitable premises for your public meetings? And for subsequent meetings – for example, of the campaign's steering committee? How will you pay for the premises and any refreshments if you need to?
- How will you finance your campaign?
- How will you make sure that the people supporting the campaign are kept informed of any developments?

& Follow-up

Choose a campaign that is happening at the moment or has taken place quite recently, for example around genetically modified foods or crops, possession of hand guns, in opposition to fox–hunting or cigarette smoking, to lower the age of consent for gay men, for electoral reform or freedom of information, or to raise awareness of HIV and AIDS.

Using the local library or the internet, gather as much information about the campaign as you can, addressing such questions as:

- when was it first identified as an issue or concern?
- when and how has it become an issue now?
- who was active in the campaign?
- how did they publicise it and build support?
- who were the supporters and why?
- which factors moved the campaign forward?
- which factors (if any) moved the campaign back?
- what did it all achieve?
- how did it all end?

As you go along take notes or make copies of the relevant documents and report back to the group on your progress and findings. This will be particularly appropriate in Activity 4.7.

✔ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

"Exultation is the going
Of an inland soul to sea
Past the houses – past the headlands –
Into deep Eternity –

Bred as we, among the mountains,
Can the sailor understand
The divine intoxication
Of the first league out from land?"
Emily Dickinson

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4.3 IDENTIFYING YOUR SUPPORTERS

By the end of this session you will have...

- thought about **how to research and locate potential supporters**
- identified **which individuals/bodies/committees should be approached**

Single-minded individuals with a legitimate axe to grind can sometimes be extremely effective at raising awareness and bringing about change, and there are numerous examples of actions by individual citizens that have had a huge impact on society. However, we are far more likely to achieve our aims if we can work alongside others who have similar concerns and will actively support us.

Even if your group comes together spontaneously in response to a shared ambition, concern or issue, locating supporters will involve some investigation. For example, you'll probably want to know which organisations, if any, are already doing work around similar issues or could give you money, advice, a place to meet or other resources.

To find this out, you may need to contact...

- people who work in the relevant voluntary organisations or development agencies
- relevant web-sites and like-minded individuals on the internet
- your local librarian or council information office.

As a group, focus on a real goal or concern arising from your situation or experience and make a list of the different people you would need to contact if you were setting up a local campaign. Use **Identifying your supporters: a checklist**, (p163) to help. If none come to mind, you could choose one of the following:

a campaign...

- to build a village community centre
- to prevent the transport of nuclear waste through you area
- to raise funds for a holiday play scheme
- against the closure of the Accident & Emergency Unit of a local hospital.

You may find it helpful to have a local telephone directory handy, or to obtain a list of useful contacts, community groups and voluntary organisations from your local council, Citizen's Advice Bureau (CAB), Council for Voluntary Service (CVS) or Rural Community Council.

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IDENTIFYING YOUR SUPPORTERS: A CHECKLIST

Who to contact?	How?	Questions to ask?	Support required?
Voluntary organisations?			
Local development agencies?			
Web-sites/ contacts via the internet?			
Local librarian or council information officer?			
Local journalists?			
Local councillors/ politicians/ MPs?			
Local pressure groups?			
National pressure groups?			
Trade unions?			
Professional bodies/ commercial interests?			
Who else?			

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Having drawn up your list of people to contact, think about how you might approach them and what would you need to ask. Again, use the 'Checklist' to record your ideas.

For example, depending upon who they are, you might want to find out…

- if there are any local or national organisations already working in this area
- how to locate them and other interested parties
- if there are any named individuals they suggest you talk to personally
- how to get free advertising space in the local paper or in other appropriate places
- what resources and other forms of support are available to community groups like yours?
- how to make contact with other groups or individuals who share your concerns
- whether they have a list of contact names and addresses they could let you have?
- what advice could they give to a group like yours?

Follow-up

Share out between you the tasks of visiting, telephoning or using the Internet to contact the people on your list. Make sure you record the information you get carefully and clearly in case others have to use it, and bring it to the next session.

Compare notes when you next meet by asking yourselves…

- how has this research helped us to identify our campaign's potential supporters?
- did we get any information we weren't expecting?
- does it change anything?
- did we get all the information we were hoping for?
- if not, where else could we look?
- what should our next step be?

✔ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

> "But if we give up society altogether and turning our backs on the human race, live with our thoughts fixed only upon ourselves, this solitude deprived of every interest will be followed by a want of something to be accomplished"
>
> Lucius Annaeus Seneca (5BC – AD65)

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4.4 KNOWING YOUR SUPPORTERS

1 HOUR 30 MINS

By the end of this session you will have
- identified and **developed a profile of your potential supporters**

To build public support you must start with a clear idea of who your potential supporters are and how best to reach them. This means developing a public 'profile' of them by identifying:

- their age group(s)
- what ethnic group(s) they are likely to belong to
- their social and economic class
- their social interests
- where they live
- where they would go for entertainment, shopping, worship, socialising, and so on.
- what papers they would probably read
- what radio stations they are likely to listen to
- what TV programmes they are most likely to watch.

Working with someone else, try developing profiles of likely supporters for one or more of the following:

- a group wanting to draw attention to an alarming increase in racially-motivated attacks in your area
- a group wanting to improve the quality of the play areas on local estates
- a group campaigning to improve access for wheelchair users on public transport and in the main shopping centre.

Talking points

- What are the key factors affecting whether or not people support an issue? (personal experience? time? money? beliefs? and so on)
- Are there groups of people who would be particularly easy or particularly hard to engage?
- How do we find out the answers to these questions?
- Has our selection of groups been affected by prejudice or misconceptions?
- Is some degree of stereotyping unavoidable where marketing is concerned?
- How could we test our assumptions to make sure they are accurate?

When you've finished, see if you can develop a similar profile of the kind of people most likely to support the campaign(s) you are interested or involved in.

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PUBLIC PROFILE

Age/ethnic/social grouping(s)

Interests/entertainment

Where they live/where they go

Cultural/political/social activities

What they read/watch/listen to

✓ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

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4.5 GETTING YOUR MESSAGE ACROSS

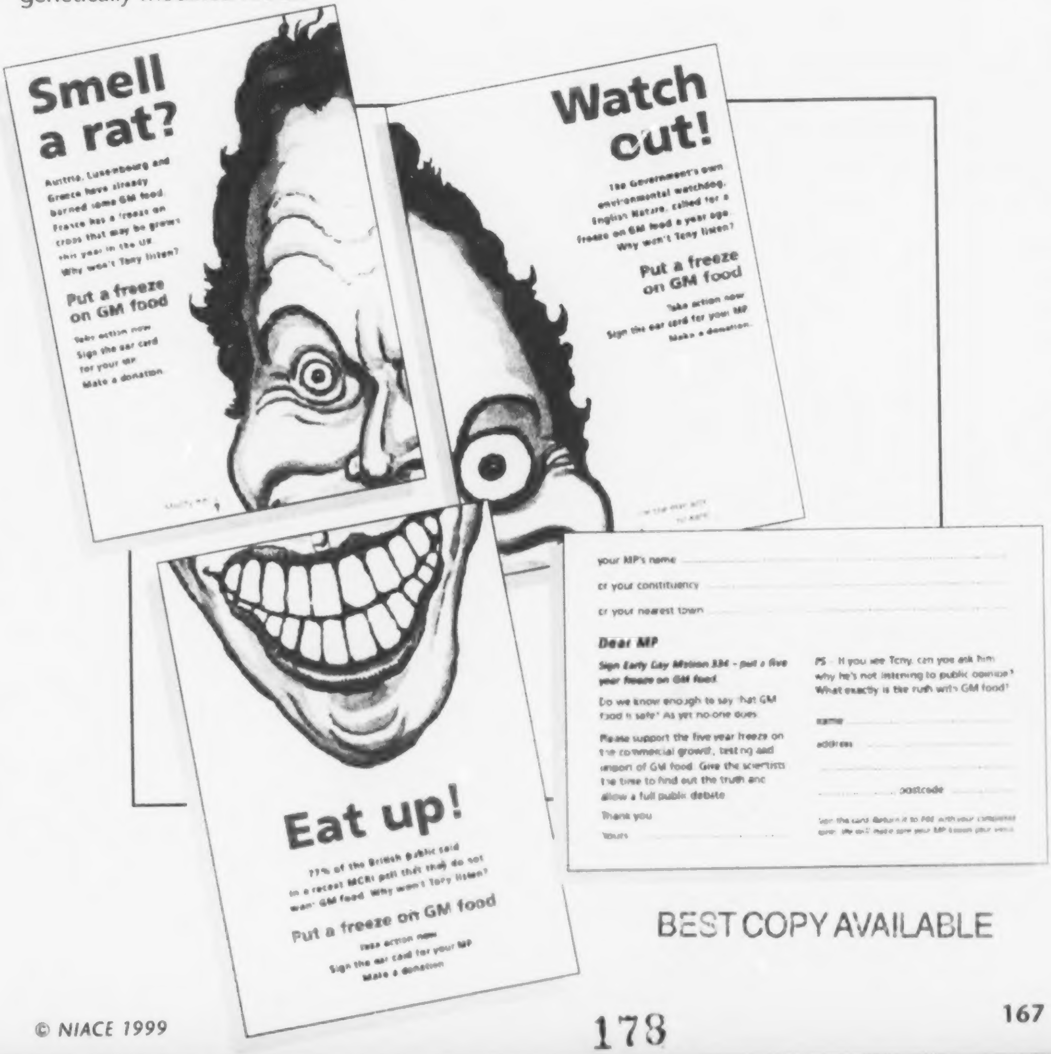
1 HOUR 30 MINS

By the end of this session you will have
- considered some of **the ingredients for effective written publicity**
- thought about **ways of using written information to convey your key messages**

As well as targeting the right people, written publicity also has to convey appropriate messages in eye-catching and accessible ways. Amongst other things, good publicity will have:

- eye–catching headings and sub–headings
- clear, straight–forward messages
- simple, appropriate language that is easily understood
- a mixture of text and images
- appeal to either a wide range or targeted readers

Working with two or three other people, see if you can expand on this list. It may help to have a look at the following example of some publicity produced by Friends of the Earth. It was used as part of a campaign to draw the government's attention to public concerns about genetically modified foods.



Smell a rat?

Austria, Luxembourg and Greece have already banned some GM food. France has a freeze on crops that may be grown this year in the UK. Why won't Tony listen?

Put a freeze on GM food

Take action now
Sign the ear card for your MP
Make a donation

Watch out!

The Government's own environmental watchdog, English Nature, called for a freeze on GM food a year ago. Why won't Tony listen?

Put a freeze on GM food

Take action now
Sign the ear card for your MP
Make a donation

your MP's name ....
or your constituency ....
or your nearest town ....

Dear MP

Sign Early Day Motion 384 – put a five year freeze on GM food.

Do we know enough to say that GM food is safe? As yet no-one does.

Please support the five year freeze on the commercial growth, testing and import of GM food. Give the scientists the time to find out the truth and allow a full public debate.

Thank you

Yours ....

PS – If you see Tony, can you ask him why he's not listening to public opinion? What exactly is the rush with GM food?

name ....
address ....
....
.... postcode ....

Eat up!

77% of the British public said in a recent MORI poll that they do not want GM food. Why won't Tony listen?

Put a freeze on GM food

Take action now
Sign the ear card for your MP
Make a donation

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Talking points

- Is it eye-catching?
- Is the language accessible?
- Does it make you smile or react in another way?
- What audience is it trying to reach?
- What messages is it trying to get across?
- Does it give you enough information?
- Does it tell you how you can offer your support?
- If you were targeting written publicity at potential supporters of a cause that is close to your heart, what kind of materials would you use?

Follow-up

Start to compile examples of any campaign literature that comes your way. This could include unsolicitied leaflets through the door, material in newspapers or magazines, or mailings from organisations to which you already subscribe.

Look at them critically, bearing in mind the questions listed above and bring any particularly striking examples along to future meetings.

✓ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

"Goering reached for his revolver when he heard the word 'culture'. Now it is tempting to do the same when people talk about 'citizenship': the great, but wholly indistinct, thing that parties and voters agree we should have more of... but is there anything concrete hidden in the clouds of rhetoric or has the idea of citizenship reached a stage of vacuity?"

Professor Alan Ryan, The Times, 12 September 1990, quoted in *Citizenship*, ed. Geoff Andrews (Lawrence and Wishart, 1991)

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4.6 TARGETING YOUR PUBLICITY

1 HOUR 30 MINS

By the end of this session you will have
- identified **different ways of publicising** a campaign
- thought about **how best to target publicity** so that it reaches the people you want

Publicity comes in many different forms, including word of mouth, and it is important that you choose the best and most appropriate ones to reach your potential supporters. This involves being clear about
- whom you want to reach
- what you want to say
- what you hope to achieve.

As these three individual accounts show, the most powerful way to convey your message or make your point doesn't necessarily rely upon a lot of resources, although it usually involves a degree of inventiveness.

SHOPPING BAG PROTEST

It was a CND march in the 1980s. I went with my daughter to a street near Trafalgar Square and found the other women and children and we sat and had our lunch. All of a sudden a whisper went round the group that we were to pick up shopping bags and our children and walk towards Oxford Street as if we were going Saturday afternoon shopping. We started walking, a policemen stopped the traffic to let us over the road. Halfway across we sat down with our children and refused to move, letting it be known that we were there to make our point about nuclear weapons. The traffic completely stopped and the whole area was brought to a standstill. The police vans that were sent couldn't get through. Shop workers hung out of windows shouting support and bus-drivers honked in support. When word came through the crowd that the police were coming through, we stood, gathered our bags and disappeared into the crowd. No one was hurt, the protest was peaceful. We had made our point. We had played to our strengths – exploiting a stereotype of women shopping on a warm Saturday afternoon.

GREENHAM COMMON

Not all political action has to be wordy or physical. Powerful messages can be communicated through the use of symbols. The women at Greenham and the people who came down for special events were very good at this. I remember people putting their children's photographs on the fence, planting bulbs, weaving rainbow patterns with wool through the perimeter fence. There was singing and dancing. People surrounded the fence with candles. Another time people came in their thousands to form a human chain around the fence. On another people held mirrors up – hand-mirrors, big mirrors, mirrors that hang on walls. The idea was to reflect back to the soldiers and the police guarding the camp where the missiles were kept their image to themselves – it kind of cancelled it out. The guards were often deeply disconcerted by these things – the beauty, colour, life and joyfulness of the protesters and the symbols they chose against what they saw as the symbols of fear, violence and death.

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SAVE ILEA CAMPAIGN

People all over London joined the Save ILEA Campaign – people who had never been involved in any kind of protest before nor would again. Mostly they did it because of their children. They knew their schools, they knew the teachers. They knew for a fact what their children were getting at school – whatever the Government said. So they came into Central London with pushchairs, buggies, banners made in nurseries or at the PTA. One of the best activities I heard about which brought the matter to public attention involved the Marathon. One group had found out in advance where all the cameras were to be situated and every time the cameras were focused on the runners, up jumped someone with a 'Save ILEA' banner. That way they got nationwide publicity for nothing.

People can go to extremes to draw attention to their plight. For example, in early 1999 a 15-year-old Kurdish girl from North London set herself alight at a demonstration to draw attention to the arrest of a popular Kurdish leader. Animal rights activists have sprayed red paint on the backs of women wearing fur coats and released, thousands of farmed animals into the wild.

Talking points

- Can you think of any other examples like those described above?
- What do you particularly like or dislike about the different approaches you've looked at so far? How effective were they in gaining public or media attention?
- Can you think of any other creative or inventive examples of how people have publicised their cause?
- Do you think extreme actions like attempting suicide or even committing an act of terrorism to draw attention to a cause are ever justifiable? If not, are they understandable?

Working in pairs use **Targeting your publicity: a checklist** on the following page to tick the most appropriate forms of publicity for…

- a group of tenants campaigning for better lighting and security on their estate
- a group wanting to turn a disused, branch railway line into a local amenity with a cycle track and wildlife areas
- a local Asian Women's Support Group advertising for new members
- a group of people with disabilities who want local cinemas and restaurants to provide wheelchair access
- a group of village residents wanting to raise public awareness of the effects of commuter traffic on the health and wel-being of their community.

When you have finished, share the reasons for your choices with the others in your group.

Again working in pairs, select one of the types of publicity you have ticked and have a go at planning or drafting it. For example, if you think the tenants' group would need a leaflet to publicise their campaign, what would it look like? And what would it say?

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TARGETING YOUR PUBLICITY: A CHECKLIST

WAYS OF REACHING THE PUBLIC	1	2	3	4	5
Newsletters					
Local/community newspapers					
National newspapers					
Magazines					
Leaflets					
Posters					
Displays/exhibitions					
Slides, films, videos					
Songs and drama (including street theatre)					
Open days					
Public talks					
Free publicity					
Press releases					
Radio reports/interviews					
Word of mouth					
Home visits					
Publicity stunts					
Others?					

✔ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

> "Non–violence is the first article of my faith. It is also the last article of my creed. But I had to make my chioce. I had either to submit to a system which I considered had done an irreparable harm to my country, or incur the risk of the mad fury of my people bursting forth, when they understood the truth from my lips... I do not plead any extenuating act. I am here, therefore, to invite and cheerfully submit to the highest penalty that can be inflicted upon me for what in law is a deliberate crime and what appears to me to be the highest duty of a citizen."
>
> Mahatma Gandhi (at his trial for sedition, 1922)

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4.7 STEP BY STEP

1 HOUR

By the end of this session you will have...

- looked at a step-by-step account of **how to build and sustain a local campaign**
- identified and explored some **campaign strategies that work**

As a group, study the following account of how some parents started the Eleanor Palmer School Nursery campaign. If possible, record it onto a cassette and listen to it together:

ACCOUNT OF A SCHOOL NURSERY CAMPAIGN

"As a newly appointed parent governor, I decided to do some ***research*** *– and look up all the old minutes to find out what had happened in the past. I went to the Divisional Office to look up the minutes as nervous as anything. I was met by an officer who told me I couldn't have them because they were confidential. I could have cried, especially after all the lip service paid to empowering parents and being open. I then asked a previous governor with a reputation for being a hoarder for his old minutes. They could not be displayed as they were confidential, so I re-wrote them and created* ***an exhibition for parents.*** *That's how we highlighted the nursery issue and began to get parents involved.*

The next thing we did was call the ***local press****. We were surprised to learn they were sending a photographer down. We made some* ***banners****. To tell the truth, I was a bit frightened. I'd never done anything like this before and I wasn't sure I wanted to be in the newspaper. Others must have felt the same way because only a couple of parents turned up to the* ***demonstration****. We persuaded a few bystanders and a couple of teachers to join us, then we huddled together and asked the photographer to come in close so we looked like a section of a far bigger crowd. By the next week, there we were* ***in the papers*** *'Parents Demo at Local School'. We were on the move!*

For the next phase, most of our efforts were made through ***formal routes*** *– seeing Education Officers,* ***lobbying*** *and so on. As always, we had to be careful that we didn't end up with the Education Authority closing the school down. Temperatures in the pre-fabricated Junior Block were a case in point – if the children had been employees, the building would have been closed on health and safety grounds. I suspect that being one of the new parent governors helped. That's what we were meant to do – get involved. It was a case of* ***playing the current political agenda*** *of parent involvement to get the issues highlighted and calculating that the Authority were not going to come down too heavy on parent power at the moment of it rearing its head.*

One of the problems was that the plans for the nursery depended on the Authority being able to purchase houses currently on the proposed site. This posed its own problems because local political concern at the time centred on housing, not children's nurseries – a fact which was reflected in the mainly single person turnout at ward meetings. This became the main reason given why the nursery could not proceed.

Then we had some luck. A couple of houses came up for sale. The School acted quickly to get the Authority to buy them, but they fluffed it. Two went to property developers, the third to a Housing Association. We felt desperate.

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Then someone had the bright idea of trying to stop the property developers from getting planning permission. Our ***local councillor*** *– also a parent at the school – agreed to put forward the case for the school. So we started getting signatures for the* ***petition****, organising a group of people to go up the Council, more* ***press involvement****, and lots of angry* ***letters to Council members and MPs****. And we succeeded – planning permission was blocked. We then persuaded the Housing Association to sell back the house and when the other two houses were put back on the market, the Authority stepped in and bought them.*

But we still needed money for the building and we were back in the queue of schools across London competing for funding. The break came when someone – I think it was the Head – suggested we build it ourselves. The nursery part of the plan was in the existing block, so we could do it. It was only the Junior Block that had to be completely re-built.

One of the good things about being an inner-city, mainly working-class and black school was that we had ***lots of parents*** *who were craft and manual workers – brickies, plumbers, electricians, and so on. We got the Authority to pay for materials and off we went. Being a community school was a big thing at the time – so what we were doing scored* ***political brownie points****.*

Press coverage – 'Parents build their own nursery', that sort of thing – meant that we were fast becoming a showpiece for the Authority. It was really good being able to do something concrete – like painting a wall instead of all the hard slog of lobbying. It wasn't too long before the Authority agreed to provide the money to complete the whole scheme. What had begun as a campaign to finish a school became instead a really ***joint effort*** *to create a school that was worthy of the children in the area.*

The people who worked together on the campaign never forgot it. And neither did the children."

Working in pairs, try drawing out the main strategies behind this campaign. List your key points as you go along onto flipchart paper so that these can be shared later with other group members.

Talking points

- A number of steps were taken to get this campaign off the ground. Would you say they were the right ones?
- Do you think this parent governor was right to bend the rules?
- Talk through each of the different campaign strategies the group used (as highlighted in the text). Why do you think they worked?
- These parents managed to exploit the political climate and 'score political brownie points'. What did this actually entail, though?
- What were the main strengths of this campaign?
- Were there any weaknesses?

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When you come back together as a whole group, develop the list of campaign strategies you have compiled by adding any others you think might have worked for this group of parents – or for another type of campaign group – and complete the form below.

If people have been 'tracking' the development of particular campaigns (see 'Follow-up' Activity 4.2 on p161) invite them to offer any success factors they have identified from their investigations – so far.

Use this as a checklist when building your own campaign.

CAMPAIGN STRATEGIES THAT WORK:

Initial research

Raising public awareness (e.g. public exhibition)

Involving the local/national press

Making banners

Formal approaches to key 'players'

Lobbying

Playing the political agenda

Gaining support of a local councillor

Organising a petition

Writing letters to MPs and council members

Building a broad support base

Actively involving supporters

✓ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

"Until you learn to name your ghosts and baptise your hopes you have not yet been born, you are still the creation of others"

Marie Cardinal

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4.8 MEETINGS, MEETINGS...

1 HOUR 30 MINS

By the end of this session you will have...
- considered **how to organise a meeting effectively**
- explored some of the **factors that make meetings work**

The success of any meeting – whether its purpose is to inform, to share views and ideas, to ratify or make decisions, to offer support or to manage a campaign – hinges on the ability of its members to communicate effectively and democratically. This is most likely to happen if meetings are well planned, well organised and well managed.

Working with one or two others, spend some time recalling and talking about a meeting you have attended in the past.

Talking points

- How did you hear about it?
- Did you receive any publicity or papers in advance?
- Was it held at a time when most people could attend?
- Did enough people attend?
- Did all the relevant people attend?
- Was the venue suitable? (Was it wheelchair accessible? Near to public transport? Large enough to accommodate everyone?)
- How were you received? (Did anyone greet you? Offer you refreshments? Tell you which room to go to? Offer you something to do?)
- What was the purpose of the meeting? Was that clear to everyone there?
- Who chaired it? Did they do a good job?
- Were there any speakers? If so, how well did they perform?
- Did everyone get a chance to speak or ask questions?
- How were decisions taken? Were they democratically reached?
- Did the meeting achieve what it set out to do?
- Were you clear what the next step was going to be?
- Were your details put on a mailing list?
- Did it end on time?
- How did you feel when you left?
- Was it worth going to? Would you go again or involve yourself in other ways?

In the light of these experiences, in small groups think about how you would organise one of the following:

- a public meeting for about 100 people
- a management committee meeting involving 15-20 people
- an informal meeting of a campaign support group for up to 10 people.

Whom would you need to approach? What would you need to think about in advance? And on the day? Use the **Checklist** below to help you identify and discuss some of the main considerations – for example:

BREAKS

- *How long should they last?*
- *How many should there be?*
- *Will refreshments be available?*
- *If so, who will serve them?*

TIMING

- *Have people had enough notice?*
- *Are there any competing events on that day?*
- *Is it a good time for most people?*
- *When should it start and finish?*

MEETINGS: A CHECKLIST FOR ORGANISERS

Co-ordination

Advance publicity

Timing

Venue

Reception

Refreshments

Seating arrangements

Aims or purpose

Agenda or programme

Breaks

Handouts

Chairperson

Speakers

Discussion

Questions from the audience

Dissenters and hecklers

Decision-making

Recording/reviewing outcomes

Address list

Punctuality

Parking

Child-care

Security

Follow-up/who does what?

Any other considerations?

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Follow-up

Talk to your family and friends about their experiences of attending meetings at work, in their voluntary activities, through their leisure pursuits, as part of their religious commitments, and so on.

Make a written or mental note of the different kinds of meetings involved from informal gatherings to more formal occasions with 'standing orders'. Generally, how do people prefer meetings to be run? What encourages people to attend, participate and then return? What factors will put people off? How does this all compare with the way your own group meetings are run? Share your thoughts with the other members at the next session.

✔ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

Abundance
I possess a thousand thundering voices
With which I call you from the place of the sinking sun.
I call you from the shaking of branches
Where they dance with the tail of the wind.
You are the endless adundance
Singing with the lips of all generations.
You are like a trunk lush with branches in the lake
Whom the feller of woods felled in vain,
But sprouts with new buds in summer.
When it is loaded with fruit he comes again
And eats to saturation desiring to end its season;
But again and again the branches shoot forth with new seasons
Mazisi Kunene, South African Freedom poet

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4.9 MONEY MATTERS

1 HOUR 20 MINS

By the end of this session you will have...
- understood **the importance of staying accountable**
- considered **how to manage your group's finances**

Whatever the size of your budget, the ability to account for any money your group receives is a key to its survival. As tedious as it may seem, the tasks of keeping receipts and maintaining a detailed record of any income or money spent are unavoidable.

It is difficult to stay financially accountable without establishing a degree of financial planning and individual accountability. Ideally, you should appoint someone as Treasurer with specific responsibility for managing the group's cashflow and ensuring that its books and accounts are regularly and accurately maintained. If you have access to a computer, there are a number of computer spreadsheet programmes available that will make this task a lot easier.

Your group's income is likely to come from a number of sources. For example:
- local or national government, Europe, trusts or funding bodies
- fund-raising events or projects
- cash gifts or personal donations
- members' subscriptions
- sales (e.g. of newsletters, t-shirts, campaign badges, and so on).

You are accountable to all those who give you money and they may have quite different reporting and auditing requirements attached to their contribution. It is essential that your group, and particularly your Treasurer, is aware of these and that appropriate records are maintained.

Working with one or two others, read through the following two case studies and discuss how you would keep track of the money. Remember to make a note of your main points.

CASE STUDY 1

When a leading figure in the local community dies, the residents on your street get together to campaign for a plaque to be put up outside her home and for a bench in the local park to commemorate her contribution to the community. The council has agreed to provide 50% of the £600 you have estimated will be needed, but you are told you will have to raise the other half yourselves. You decide to hold a jumble-sale to raise the £300 and to hire a local community hall for this purpose. The jumble sale brings in £447.89 but there are a number of outgoings, including the hire of the hall (£50), transport costs (£38.43) and the cost of buying refreshments (£28.50). Imagine that you have the task of 'squaring the books'.

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Talking points

- What other outgoings do you think you would have?
- What headings would you use to keep track of the group's income and expenditure?
- Would you need to open a bank account? Are there any advantages?
- Would it be better to make any payments by cheque or cash?
- Would you need a petty cash account on the day? If so, how would you keep track of the money?
- How would you make sure people gave you their receipts?
- What instructions would you give to the stallholders to ensure that they keep track of the money they take?
- What would you do with any funds that are left over?

CASE STUDY 2

You live on a large council estate. Like the other residents, you are pleased when you hear that the bleak area of wasteland in the middle of the estate is going to be upgraded from its current unused and neglected state. The plans include re-turfing the grass and providing seats and a safe play area for children. There are a couple of large tree stumps in the middle of the estate which one of the residents has suggested could be used as the basis for a communal sculpture to reflect life on the estate. It would not be hard to find an artist to work with the residents but the problem is finding the £700 to cover fees, wood treatments, tools and the cost of a plaque. You indicate that you are happy to collect the money by means of a house-to-house collection. This raises around £120 – a good start. However, a lot more money is needed. Enthusiasm for the idea is growing and more fund-raising events are planned. More money starts to come in, sometimes quite large amounts. You are increasingly concerned to make sure that the funds are managed properly – and seen to be so.

Talking points

- How would you keep an accurate record of all donations?
- What headings would you use to keep track of the money coming in?
- Where would you keep the money? (e.g. in a safe place at home? in a bank or building society?)
- How will you ensure that you are fully accountable and that the money is managed efficiently?
- How would you prepare if someone else – for example, one of the donors or an auditor – insisted on scrutinising your records?

✓ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

> "Citizenship... is not just a matter of possessing rights, even if these are broadly interpreted. It is also a matter of belief and behaviour. The citizen has to see himself as playing an active role in determining his society's future, and as taking responsibility for the collective decisions that are made."
>
> David Miller, *Communitarianism and Individualism* (OUP, 1992)

4.10 INFORMATION OVERLOAD?

By the end of this session you will have...

- understood the **importance of keeping records**
- considered the **relative merits of different types of information**
- thought about **ways of presenting evidence**

Books, leaflets, newspaper articles, campaign literature, TV and radio reports – we are constantly bombarded with different kinds of information, and it is easy to feel overwhelmed by the task of processing or using it all effectively. This will be made much easier if your group has a clear understanding of the kind of information it needs to collect and what it intends to do with it.

Start by thinking individually about the different pieces of information you have received over the past week and where they came from. Which bits did you ignore completely? How much of the rest did you actually take in? What did you find easiest to absorb? Use this checklist to help you.

INFORMATION I'VE RECEIVED THIS WEEK	✓	WHERE DID IT COME FROM?	DID I ABSORB IT?	WHY/WHY NOT?
Television reports				
Radio reports				
Newspaper reports				
Campaign literature				
Information from books				
Leaflets				
Statistical data				
Reports				
Minutes of meetings				
Advertising literature				
Notes or letters				
Others?				

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This exercise should help to remind you that different information has different purposes, and that it will only 'hit home' if it is presented in a way that suits and appeals to its audience.

Working with one or two other people, spend some time discussing what kind of information works with you and why. Is it the language? The way it is presented? The humour? The shock factor? What about the information you *want* to absorb because it interests you – is it a pleasue or a chore? And do you feel the same about the information you *have* to absorb because it is in your interests to do so?

When you have finished, still in your small group, select one or more of the following tasks to help you explore in more depth how information can be adapted to suit a particular audience.

OPTION 1: TAKING MINUTES

Taking minutes at a meeting is not as hard as it may seem but if you want to get it right it is a skill that needs to be practised. Ask someone to bring along a set of minutes that you can look at in the group. Make sure that they are not confidential, or remove any names or details that would enable people to identify their source. Spend some time discussing the structure and the language, paying particular attention to how sentences can be worded so as to 'distance' the reader from the events (e.g. saying *'the funds were cut'* instead of *'the council cut the funds'*).

Over the next few sessions, rotate the task of taking minutes among those of you in the group who want to develop your minute-taking skills. You will have to observe rather than take part in the session when it's your turn, so that you can take notes and keep a record of what is said and decided.

When writing up your notes, use the following headings – they are based on a standard structure that all minutes usually follow:

1. Title of group
2. Date and venue of meeting
3. Names of those present
4. Apologies received
5. Minutes and matters arising from last meeting
6. Summary of activities/main areas of discussion
7. Learning, action or decision points
8. Any other business
9. Date and venue of next meeting
10. Agenda of next meeting

Try circulating the minutes in advance and spend a few minutes discussing them at the start of each session. Get someone to chair this discussion and take you through each item. When you get to 'Minutes and Matters Arising from the Last Meeting', focus on...

- the appropriateness of the language
- the accuracy of the summary of what happened or was said
- the effectiveness of the learning, action or decision points.

OPTION 2: WRITING A REPORT

Writing a report involves being able to summarise your case and present it effectively. Some basic rules are...

- outline your case or what you intend to cover in the introduction
- keep it short – try not to waffle
- keep it simple – stick to the point
- develop a structure – decide on 4 or 5 key points you need to make
- use clear headings – they will help you structure your thoughts
- use the right language for your audience
- keep it objective – avoid emotive words and 'I' and 'we'
- if using statistical data, make it accessible – use graphs and pie-charts where possible
- separate out and bullet-point any decisions that have to be acted upon
- where appropriate include an action plan (What? Who? How? By when?)
- highlight any recommendations or resolutions
- use the concluding paragraphs to summarise your case.

Between now and the next session, try to collect together some examples of different kinds of reports – for example, newspaper and magazine reports, company reports, annual reports, council reports, school reports, and so on. Group them according to type and spread them out over some tables or stick them to a wall. Working with one or two others, discuss the different types of reports on display.

Talking points

- What do these different reports have in common?
- What do you notice about the type of language used?
- Which words or phrases appear most frequently?
- How helpful are the headings or headlines?
- How well is the evidence presented?
- What do you like about them?
- What do you dislike about them?

Follow–up

Have a go at writing a short (500 word) report yourself. Choose a subject close to your heart and use the checklist of basic rules above to help you plan and prepare your case. If you are stuck for ideas, try researching one of the following:

- why people should give up smoking, drinking alcohol or eating red meat
- why more power should be shifted from central to regional government
- the advantages of traffic calming measures in built-up areas
- school truancy – what is to be done about the rising numbers?
- the case for subsidised arts in this country
- voting patterns – what can be done to encourage people to vote?

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OPTION 3: KNOW YOUR AUDIENCE

Look at the following three pieces of 'evidence'. All of them could be used by a group wanting to draw public attention to concerns about increasing levels of racial violence.

Number 1	Offers 'raw' statistics with no accompanying analysis or interpretation. It has not been summarised or synthesised for a report.
Number 2	Offers an analysis of some statistics (quantitative data) which places them in context, provides interpretations of their significance, and concludes with a value judgement on the issues exposed.
Number 3	Offers an account of an incident (qualitative evidence) without supporting statistical data. This reveals the human story behind the figures and focuses on feelings and values.

1. RACIALLY MOTIVATED INCIDENTS/SOME NATIONAL STATISTICS

Number of racial incidents* in the UK, 1984-1993

1984	1985	1986	1987	1988	1989	1990	1991	1992	1993
2844	3571	6252	5144	4682	5595	7095	7822	7793	8779

Source: British Crime Survey, Home Office Research & Planning Unit

*A racial incident is defined in the UK as "any incident that in the opinion of the police or of others contains an element of racial motivation". This definition is broader than racist violence and also includes incidents such as racist brawls and verbal harassment.

Estimated numbers of racially motivated incidents by ethnicity of victim and type of offence, 1991

	African-Caribbean	South Asian	Both Groups
Assault	6,000 – 20,000	13,000 – 29,000	23,000 – 45,000
Threats	1,000 – 13,000	21,000 – 65,000	29,000 – 71,000
Vandalism	3,000 – 17,000	9,000 31,000	17,000 – 41,000
Other	3,000 – 21,000	1,000 – 9,000	8,000 – 26,000
TOTAL	**21,000 – 61,000**	**54,000 – 124,000**	**89,000 – 171,000**

Source: British Crime Survey, Home Office Research & Planning Unit

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2. RACIAL ABUSE ON THE UP/REPORT FROM A LOCAL NEWSPAPER

Southwark News 4.11.93

RACIAL ABUSE ON THE UP – POLICE REPORT

'Racial abuse is an abhorrent crime which focuses on the most vulnerable...'

Top Cop Dave Martin

The number of racial incidents in Southwark MORE THAN DOUBLED in twelve months, figures compiled by local police have revealed. And officers are particularly worried about the level of abuse reported on council estates in the borough.

According to their report, which was presented to the Southwark Police & Community Consultative Group last month, 310 incidents were recorded in 1992, compared with 145 the previous year – an increase of almost 114%.

The police say the steep rise is partially down to increased reporting of offences. But they admit they are 'concerned' about the high level of abuse throughout the borough.

And in their report, they also identify three areas, the Silwood Estate in Rotherhithe, the Rockingham Estate near the Elephant and Castle and Doddington Grove, Walworth are areas of particular concern.

Dave Martin, the chief superintendent of Southwark police, says the rise is due to a number of reasons.

'There's been an increase in reporting incidents and we've been encouraging people to do that.

There is also an underlying rise. And the police, councils and other organisations working with us are giving the problem a high priority.

Martin adds that work is being done to improve the situation. 'We are finding ways to prosecute – or seek injunctions against the perpetrators, rather than punishing the victims by moving them away.'

'There is a realisation that racial abuse is abhorrent crime which focuses on the most vulnerable sections of our community – and they're usually very cowardly acts,' he claims.

3. ATTACK AT THE FAIRGROUND: A YOUTH WORKER'S ACCOUNT

> ***"The way the Somali young men explained it was that when they went to the fair they thought they'd be protected, they thought the police were going to be there and they weren't expecting anything. But this was their outgoing nature, they were going 'we're sick of each other – I see him every day, him every day, him every day, we want to meet new people'. So they went down to the annual fairground, like all young people do and it was 'alright lads, how're you doing?' and wham! One got a knife round his face and there was plenty of boots straight into the head, with quite a few of them doing the kicking. What really hurt them even more than the attack itself was the attitude of other people – no-one tried to stop it, people just walked past..."***

BLOOD, SWEAT & TEARS: A Report of the Bede Anti-Racist Detached Youth Work Project
National Youth Agency, 1997

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Talking points

- What kind of audience would find the statistics most helpful?
- What kind of audience would be influenced by the evidence supplied by the police in the newspaper report?
- What kind of audience would be most influenced by the youth worker's account?
- How or when might you use the statistics?
- How or when might you use the newspaper report, or extracts from it?
- How or when might you use all or part of the youth worker's account?
- Could you combine elements of all three pieces of evidence into one report? Which would they be and why?
- In what ways do these approaches to evidence complement each other? What are their different strengths? What are their relative weaknesses?

Follow-up

Look at some of the reports gathered for Option 2 to see the types of evidence used. Examine the contexts within which quantitative data and qualitative evidence are used and the extent to which they are intended to contrast and complement each other.

What are the benefits of using the different types. Is there a significant difference in the sense of 'authority' attached to them? What are the key differences in the ways in which they are presented? Write or record a brief report on your findings to share with the group later.

✔ **Make sure that you and the other group members each store a copy of all the material from this session in your course files for future reference.**

> **"[Learning] helps make ours a civilised society, develops the spiritual side to our lives and promotes active citizenship. Learning enables people to play a full part in their community. It strengthens the family, the neighbourhood and consequently the nation."**
>
> Foreword, David Blunkett, Secretary of State for Education and Employment, *The Learning Age*, 1998

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Module 5

WHERE DO WE FIND OUT MORE?

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Module 5: WHERE DO WE FIND OUT MORE?

This Module will give you an idea of the questions that are likely to be relevant to groups and individuals who are involved in a range of citizenship activities. There are contact addresses and telephone numbers for some of the organisations that can provide you with answers and further advice. It ends with suggestions for further reading and useful website addresses.

This Module points you to a wealth of information to help you to improve your understanding of active citizenship and what it entails. It provides you with a list of questions that are likely to be relevant to anyone wanting to improve their general knowledge of the broad area of 'active citizenship' and which may also be helpful to people wishing to carry forward some specific activities.

You can use it for group or individual research purposes, or simply to improve your understanding of what's involved in a range of citizenship activities. The first part of the Module will help you find answers to specific questions, and to locate those organisations that can offer advice and answer your queries.

The second part of the Module gives some further reading suggestions and web site addresses you may find useful as a supplement to the different Modules and Activities in this pack. Select the texts that are most likely to give you instant access to the information you need. For example, the LVSC publication *Voluntary not Amateur,* provides an accessible introduction to the laws affecting voluntary and community organisations. Its sister publication *Just About Managing?* gives some useful and very practical insights into the managerial side of voluntary activity, particularly where groups are large enough to employ workers, recruit volunteers or acquire premises. Alternatively, if you don't like reading books, enter the titles of books, organisations or individuals listed here on the Internet using a Search Engine☞ to and see what comes up, or browse through a few of the web sites given at the end of the Module.

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Refer to the sections shown below to answer any questions you may have about key legislation, and for information about where you can find out more.

5.1 Charitable status
5.2 Committees: duties and legal responsibilities
5.3 Data protection
5.4 Discrimination
5.5 Drawing up a constitution
5.6 Employees' rights
5.7 Financial management
5.8 Fund-raising
5.9 Insurance and personal liability
5.10 Licensing laws
5.11 Marches, demonstrations and assemblies
5.12 Volunteers' rights
5.13 Learning and qualifications
5.14 Local government and local democracy

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5.1 Charitable status

- ***When should we start to think about seeking charitable status?***
- ***What are charities allowed to do?***
- ***What are the advantages and disadvantages to us of becoming a charity?***

To find out more, contact:

The Charity Commission
Harmsworth House
13-15 Bouverie Street
London
EC4Y

2nd Floor
20 Kings Parade
Queens Dock
Liverpool L3 4DQ

Woodfield House
Tangier
Taunton
Somerset TA1 4BL

☎ 0870 333 0123 (general switchboard and access to their 'Helpline')
Website: **http://www.charity-commission.gov.uk**

Charities Aid Foundation
Kings Hill
West Malling
Kent ME19 4TA
☎ 01732 520 000
website: **http://www.charitynet.org**

5.2 Committees: duties and legal responsibilities

- ***What are the legal responsibilities of committee members?***
- ***What are the main duties of committee members?***

To find out more, contact:

London Voluntary Service Council (LVSC)
356 Holloway Rd
London N7 6PA
☎ 0171 700 8107
website: **http://www.LVSC.org.uk**

National Council for Voluntary Organisations (NCVO)
Regent's Wharf
8 All Saints Street
London N1 9RL
☎ 0171 713 6161
website: **http://www.ncvo-vol.org.uk**

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5.3 Data protection

- ***If we intend to keep information about people on file, what do we need to do to comply with the Data Protection Act?***

To find out more, contact:

The Office of The Data Protection Registrar
Wycliffe House
Water Lane
Wilmslow
Cheshire SK9 5AF
☎ 01625 545 700 (switchboard) or, to register, 01624 545 740
website: **http://www.open.gov.uk/dpr/dprhome.htm/**

5.4 Discrimination

- ***What are the legal requirements affecting groups who are working with or providing services for people with disabilities?***
- ***What are the legal requirements regarding Sex and Race Discrimination?***
- ***How can we avoid discrimination in other areas e.g. sexual orientation?***

To find out more, contact:

Commission for Racial Equality
(Head Office)
Elliot House
10-12 Allington Street
London SW1E 5EH
☎ 0171 828 7022
website: **http://www.cre.ac.uk**

Equal Opportunities Commission
Overseas House
Quay Street
Manchester M3 3HN
☎ 0161 833 9244
website: **http://www.eoc.ac.uk**

Royal Association for Disability and Rehabilitation (RADAR)
12 City Forum
250 City Road
London EC1V 8AF
☎ 0171 250 3222
website: **http://www.radar.ac.uk**

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National Disability Council
Level 4
Caxton House
Tothill Street
London SW1H 9NA
☎ 0171 273 5636
website: **http//www.disability-council.org.uk**

☎ Disability Discrimination Act Information Line 0345 622633

Stonewall
16 Clerkenwell Close
London EC1R 0AA
☎ 0171 336 8860
website: **http://www.stonewall.org.uk**

5.5 Drawing up a constitution

- ***What is a constitution?***
- ***What should our constitution include?***

To find out more, contact:

The Charity Commission ☎ 0870 333 0123
In particular their web site pages covering 'Choosing and Preparing a Governing Document' (CC22)
website: **http://www.charity-commission.gov.uk/cc22.htm/**

5.6 Employees' rights

- ***What do we need to know if we are thinking of employing full- or part-time workers?***
- ***How can we make sure that we comply with Equal Opportunities, Health and Safety and other important requirements?***
- ***What other employment-related issues do we need to consider?***

To find out more, contact:

Institute of Personnel and Development
IPD House
Camp Road
London SW19 4UX
☎ 0181 971 9000
website: **http://www.ipd.ac.uk**

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Lesbian and Gay Employment Rights (LAGER)
Unit 1G
Leroy House
436 Essex Road
London N1 3QP
☎ 0171 704 6066
website: **http://www.lager.dircom.co.uk**

Directory of Social Change ☎ 0171 209 4949
In particular their website pages covering 'Charity Management',
website: **http//www.d-s-c.demon.co.uk/testmanage.htm**

Key trade unions, for example MSF, TGWU, NUPE

5.7 Financial management

- ***Why do we have to keep accounts?***
- ***What accounting laws do we have to comply with?***

To find out more, contact:

Directory of Social Change
24 Stephenson Way
London NW1 2DP
☎ 0171 209 4949
website: **http://www.d-s-c.demon.co.uk**

5.8 Fund-raising

- ***What are we permitted to do in order to raise funds?***
- ***What are the main sources of fund-raising?***

To find out more, contact:

Directory of Social Change, ☎ 0171 209 4949
In particular their website pages covering 'Fundraising Handbooks',
website: **http://www.d-s-c.demon.co.uk/testfundhand.htm**

Action with Communities in Rural England (ACRE)
Somerford Court
Somerford Road
Cirencester GL7 1TW
☎ 01285 653477
website: **http://www.acreciro.demon.co.uk/**

The Charity Commission ☎ 0870 333 0123

NCVO ☎ 0171 713 6161

Community Development Foundation (CDF)
60 Highbury Grove
London N5 2AG
☎ 0171 226 5375
website: **http://www.cdf.org.uk**

5.9 Insurance and personal liability

- ***Why would we need to have insurance?***
- ***If we are transporting groups or providing other public services, what kinds of insurance should we have?***
- ***What is personal liability?***
- ***How can we reduce the risk of personal liability?***

To find out more, contact:

The Charity Commission ☎ 0870 333 0123
In particular their website pages covering 'Charities and Insurance' (CC49)
website: **http://www.charity-commission.gov.uk/cc49.htm**

Arts Council for England (arts-based groups)
14 Great Peter Street
London SW1P 3NQ
☎ 0171 333 0100
website: **http://www.artscouncil.org.uk**

Community Matters – National Federation of Community Organisations
8–9 Upper Street
London N1 0PQ
☎ 0171 226 0189
website: **http://www.communitymatters@communitymatters.org.uk**

Central Council of Physical Recreation (recreation)
Francis House
London SW1P 1DE
☎ 0171 828 3163
website: **http://www.bst.co.uk**

ACRE ☎ 01285 653477 (village halls,etc.)

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5.10 Licensing laws

- ***If we are organising an event that involves selling or supplying alcohol, what licensing laws do we need to comply with?***

To find out more, contact:

The Charity Commission ☎ 0870 333 0123
In particular their website pages covering 'Providing Alcohol on Charity Premises' (CC27)
website: **http://www.charity-commission.gov.uk/cc27.htm**

Community Matters ☎ 0171 226 0189

5.11 Marches, demonstrations and assemblies

- ***If we are organising a march, demonstration or public meeting, what laws and procedures do we need to comply with?***

To find out more, contact:

Your local police station or the police station nearest to the location of the event (for information and required notification)

5.12 Volunteers' rights

- ***What do we need to know if we are thinking of using volunteers?***
- ***What do we need to know if we are thinking of volunteering?***

To find out more, contact:

National Centre for Volunteering
Regent's Wharf
8 All Saints Street
London N1 9RL
☎ 0171 520 8900
website: **http://www.volunteering.org.uk**

National Association of Councils for Voluntary Service (NACVS)
3rd Floor, Arundel Court
177 Arundel Street
Sheffield S1 2NU
☎ 0114 278 6636
website: **http://www.nacvs.org.uk**

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5.13 Learning and qualifications

- ***How could we develop our learning into a qualification?***
- ***What other relevant courses with qualifications are already available?***

To find out more, contact:

Project 2001
RSA
8 John Adam Street
London WC2N 6EZ
☎ 0171 451 6810
website: **http://www.rsa.org.uk**

Workers' Educational Association (WEA)
National Office
Temple House
17 Victoria Park Square
London E2 9PB
☎ 0181 983 1515
website: **http://www.wea.org.uk**

Sharing Credit Project
National Open College Network
University of Derby
Kedleston Road
Derby DE22 1GB
☎ 01332 621352
website: **http://www.nocn.ac.uk**

National Centre for Volunteering
In particular their on-line information sheet on 'Accreditation of Voluntary Work', website: **http://www.volunteering.org.uk/sheets.htm**

Learning Direct for free information about learning and careers ☎ 0800 100 900

5.14 Local government and local democracy

- ***What does local government do?***
- ***How does local democracy work?***
- ***How can we influence local decisions?***

To find out more, contact:

Local Government Association
26 Chapter Street
London SW1P 4ND
☎ 0171 834 2222
website: **http://www.lga.gov.uk**

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FURTHER RESOURCES

- Some **books and other resources** that will help you to develop your knowledge, ideas and skills and provide you with more detailed information to back up many of the Activities in this pack

The information given below will give you an idea of the many **books and resources available** that you could buy, order from the library, or access through the Internet if you are keen to find out more about the issues covered in this pack. Use it as a reference for personal research or to help you locate specific information.

This list is divided into three sections. Section A offers a range of sources giving practical advice and information for community-based action. Section B provides a list of interesting reading around citizenship and democracy. Section C lists sources covering adult learning and learning for active citizenship.

SECTION A – COMMUNITY-BASED ACTION

PUBLICATION DETAILS	DESCRIPTION
BLACKSTONE'S GUIDE TO THE DATA PROTECTION ACT 1998 Peter Carey, 1999	Comprehensive and readable guide to the law that includes a copy of the Act.
CAMPAIGNERS HANDBOOK Mark Lattimer Directory of Social Change, 1994	A useful all-round guide to campaigning.
COMMUNITY START UP Caroline Pinder NEC/Community Matters, 1995	A handy guide covering all aspects of how to start a community group and keep it going.
THE COMPLETE FUNDRAISING HANDBOOK Sam Clarke and Michael Norton Directory of Social Change in association with ICFM, 1997	Comprehensive guide covering sources, strategies, marketing, and so on.
DIRECTORY OF GRANT-MAKING TRUSTS Charities Aid Foundation	An essential reference for anyone planning to apply for a grant.
EQUALITY IN ACTION Mee-Yan Cheung-Judge & Alix Henley NCVO, 1994	How to develop, implement and maintain a commitment to Equal Opportunities in the voluntary sector.
FUNDRAISING FOR RURAL VOLUNTARY ACTION Liz Barnes and Jonathan Brown NCVO, 1995	An accessible guide to planning and funding projects targeted at rural, voluntary organisations. This is one of a number of NCVO 'Rural Titles'.

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PUBLICATION DETAILS	DESCRIPTION
THE GOOD CAMPAIGNS GUIDE Brian Lamb NCVO, 1997	A comprehensive guide to good campaigning that includes advice on how to plan and build campaigns, key campaigning issues and the relevant legal considerations.
THE GOOD EMPLOYMENT GUIDE FOR THE VOLUNTARY SECTOR Joy Dyson NCVO, 1999	A user-friendly guide covering employment law in England and Wales.
THE GOOD FINANCIAL MANAGEMENT GUIDE Haroon Bashir NCVO, 1999	A very useful resource for anyone working in the voluntary sector who wants to know how to set up their financial management systems.
THE GOOD PRACTICE GUIDE National Centre for Volunteering, 1998	Useful handbook covering volunteering support, selection and recruitment, plus tax, benefits and insurance.
THE HEALTH & SAFETY HANDBOOK A.L. Hinde and Charlie Kavanagh Directory of Social Change and Liverpool Occupational Health Project	Aimed at voluntary and community organisations and covers basic health and safety requirements including insurance, accidents, assessments, policy.
THE INTERNET: A GUIDE FOR VOLUNTARY ORGANISATIONS NCVO, 1998	An easy-to-read guide for people who need a basic understanding of the Internet and other on-line services.
JUST ABOUT MANAGING? Sandy Adirondack LVSC, 1998	An invaluable handbook that explains what is involved in effective management for voluntary and community organisations.
ORGANISING IN VOLUNTARY AND COMMUNITY GROUPS A.Stamper, R.Gomm, M.Ireland NEC, 1992	This pack of competence-based activities will be of use to anyone who is interested in getting accreditation for their work as a volunteer, community or charity worker.
ORGANISING LOCAL EVENTS Sarah Passingham Directory of Social Change/ICFM,1995	Includes advice on licences, liabilities and choosing the right event.
RACE RELATIONS CODE OF PRACTICE: for the Elimination of Racial Discrimination and the Promotion of Equal Opportunities in Employment CRE 1984	A good practice guide that outlines the requirements of the Race Discrimination Act as it affects employers.
RNIB: SEE IT RIGHT (Factsheet series) RNIB, 1995–97	Offers useful guidance on how to make visual material more accessible to people with impaired sight.

PUBLICATION DETAILS	DESCRIPTION
TIPS FOR EXPERIENCE DfEE	A series of short briefing papers covering: partnerships, getting started, marketing, involving local people, making information accessible. Also available on–line.
VOLUNTARY NOT AMATEUR D.Forbes, R.Hayes, J. Reason LVSC, 1998	A comprehensive and extremely user-friendly guide to the law for voluntary organisations and community groups.
VOLUNTARY AGENCIES DIRECTORY NCVO, 1999	A contact list of over 2,500 UK voluntary organisations.
VOLUNTARY SECTOR LEGAL HANDBOOK Sandy Adirondack & James Sinclair Taylor Directory of Social Change, 1996	Easy-to-read handbook covering setting up an organisation, employees, fundraising, volunteers and the law.

SECTION B – CITIZENSHIP AND DEMOCRACY

PUBLICATION DETAILS	DESCRIPTION:
CITIZENSHIP G. Andrews (editor) Lawrence and Wishart, 1991	Discusses different notions and ideas about citizenship.
CITIZENSHIP P.B. Clarke Pluto, 1994	A collection of over 50 extracts from the key debates about citizenship.
DEVELOPING EUROPEAN CITIZENS Ian Davies and Andreas Sobisch (ed.) Sheffield Hallam University, 1997	Worth dipping into, if you want an easy read that will introduce you to the debates around European citizenship.
DEMOCRACY Arblaster OUP, 1994 (2nd edition)	A useful introduction to democracy that really gets you thinking.
DEMOCRACY AND DIFFERENCE A. Phillips Polity, 1993	Looks at democracy from the point of view of 'minority' groups.
INDEX ON CENSORSHIP 33 Islington High St, London N1 9LH ☎ 0171 278 2313	Brings you the issues, arguments and news behind all aspects of human rights and democratic freedoms.
STATEWATCH (various publications) FREEPOST London N16 OBR ☎ 0181 802 1882 **http://www.poptel.org.uk/statewatch/**	STATEWATCH is an independent group working on a range of civil liberties issues. It produces a number of publications and periodicals and is an indispensable source of information.

SECTION C – ADULT LEARNING AND ACTIVE CITIZENSHIP

PUBLICATION DETAILS	DESCRIPTION
ADULT EDUCATION FOR CITIZENSHIP AND DEMOCRACY Centre for Citizenship, Learning and Action, 1999	Training pack – also available on-line – covering a range of issues around democracy and active citizenship including women, Europe, work and community.
ADULT EDUCATION IN MULTI-ETHNIC EUROPE: A HANDBOOK FOR ORGANISATIONAL CHANGE Compiled and edited by Stella Dadzie, Institute for International Cooperation of the German Adult Education Association, 1997	Section 2 of the pack covers issues like supporting the learners, reaching learners and offering advice and guidance.
ADULT LEARNING, ADULT TEACHING J. Daines, C.Daines & B.Graham University of Nottingham, 1993	An experience-based introduction to how and why adults learn, aimed at people teaching and working with adult groups.
CAN THEY DO THAT? LEARNING ABOUT ACTIVE CITIZENSHIP D.Hooper, J. Farrel, A. Hedge, T. Thorpe NIACE/Citizenship Foundation, 1995	A book of activities that will develop an understanding of citizenship rights, freedoms, entitlements and the legal and democratic processes involved.
COMPUTING FOR ADULTS: AN ESSENTIAL GUIDE FOR BEGINNERS Alan Clarke Hodder and Stoughton, 1999	Easy-to-use guide to the basic skills needed to operate a computer, use the Internet and use applications like spreadsheets – a straightforward introduction.
DEVELOPING TRAINING SKILLS: A Trainer's Guide to Experiential Learning Howie Armstrong, Bruce Britton, Tim Pickles Longman, 1991	Comprehensive manual and practical guide covering many key features of good practice in adult education and training.
ENABLING LEARNING Jeannie Sutcliffe NIACE, 1996	A learner-centred resource and training pack to develop approaches to teaching adults with learning difficulties.
ETHNIC MINORITY ENTERPRISE TRAINING: A PRACTICAL GUIDE Jay Mitra, Dhruba Ladhiri and Emmanuel Ohohe DTI, 1995	A resource pack covering training for enterprise, building organisations, communication, monitoring and evaluation.
LEARNING FOR WORK SERIES Workbase Training and Campaign for Learning, 1999	Interactive series of 40 booklets covering team working, communication, IT, learning and study skills.

PUBLICATION DETAILS	DESCRIPTION
LEARNING SUPPORT Sally Faraday and Richard Harris Training Agency/FEU/Skill, 1989	Training and resource pack for people working with learners who have special needs, covering curriculum, evaluation, individual learning programmes, teaching and learning.
TOWARDS INCLUSION Jeannie Sutcliffe NIACE, 1996	A training pack for people working with adults with learning difficulties and who want to develop an inclusive approach to their work.

Some more website addresses to browse through:

Centre for Citizenship Development	**http://www.anglia.ac.uk/hae/citizen/home.htm**
Centre for Citizenship, Learning and Action	**http://www.ccla.org.uk**
Charter 88	**http://www.charter88.org.uk**
Charter 99	**http://www.nettrek.com.au-brian/charter99.htm**
Cicero Project – Learning	**http://www.ciceroproject.org/learning.html**
Citizenship Foundation	**http://www.citfou.org.uk**
Council for Education in World Citizenship	**http://www.cewc.org.uk**
Department for Education and Employment (DfEE): Lifelong Learning Website	**http://www.lifelonglearning.co.uk**
Development Education Association	**http://www.oneworld.org/dea**
Direct Action	**http://www.directa.force9.co.uk**
Disabled People's Direct Action Network	**http://www.disabilitynet.co.uk**
10 Downing Street	**http://number-10.gov.uk/index.html**
Educati**on-line**	**http://www.leeds.ac.uk**
ICIS: Community Solutions	**http://www.nyu.edu/icis/comm/comm.html**
National Institute of Adult Continuing Education (NIACE)	**http://www.niace.org.uk**

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